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FINAL PERFORMANCE EVALUATION OF THE USAID/GUATEMALA COMMUNITY ROOTS ACTIVITY

Prepared under Contract No.: GS-I0F-0033M / 7200AA18M00016, Tasking N070

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DRG LEARNING, EVALUATION, AND RESEARCH ACTIVITY II

FINAL PERFORMANCE EVALUATION OF THE USAID/GUATEMALA COMMUNITY ROOTS ACTIVITY

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ACRONYMS

COCODE	Community Development Council
COCOPRE	Community Prevention Council
COMUPRES	Municipal Commissions for Violence Prevention
CR	Community Roots Activity
CSOs	Civil Society Organization
DRG	Democracy, Human Rights, and Governance
EDR	Evaluation Design Report
EQ	Evaluation Question
ET	Evaluation Team
GBV	Gender-Based Violence
GoG	Government of Guatemala
IP	Implementing Partner
KI	Key Informant
KII	Key Informant Interview
LER	Learning, Evaluation, and Research
NORC	National Opinion Research Center
PE	Performance Evaluation
PNC	National Civilian Police
RTI	Research Triangle International
SME	Subject Matter Expert
SOW	Statement of Work
USAID	U.S. Agency for International Development
WV	World Vision

EXECUTIVE SUMMARY

INTRODUCTION AND BACKGROUND

As part of the Democracy, Human Rights, and Governance Learning, Evaluation, and Research (DRG-LER) II Activity, USAID requested that NORC carry out a performance evaluation (PE) to assess the effectiveness of the Community Roots (CR) Activity in reducing violence and irregular migration to the United States in targeted communities in Guatemala. The evaluation is intended to inform USAID decisions about future programming on these issues. This evaluation covers the period from December 2016 to October 20, 2022. The following three main evaluation questions, in priority order, were defined by USAID:

1. To what extent have the overall activities implemented by the project helped to reduce violence, especially intra-family and gender-based violence (GBV), in targeted communities? With a special focus on to what extent have:
 - a. innovative process, such as involvement of community-based violence prevention committees, helped reduce violence in targeted communities? and
 - b. innovative approaches, such as extra-curricular education, certification of competencies, and vocational training activities, helped reduce violence in targeted communities?
2. To what extent did the overall activities implemented by the project support the reintegration of returnees to their communities?
3. To what extent did the overall activities implemented by the project reduce irregular migration?

EVALUATION DESIGN

The Evaluation Team (ET) conducted a scoping trip to inform the evaluation design and collect preliminary data. The ET used a mixed-methods approach including key informant interviews (KIs), focus-group discussions (FGDs), open-ended written responses, surveys, and secondary data. Qualitative data were collected from youth, community, and municipal violence prevention committees, municipal authorities, private sector stakeholders, and the national police, for a total of 323 informants (including some in non-target municipalities). Survey data were collected from 124 target youth and 21 non-target youth as well as from 44 municipal authorities in the 20 target municipalities. Including the scoping trip, the ET collected data from 503 informants through 95 FGDs, 21 KIs, and 158 surveys. In total, 17 of the 20 municipalities and 39 communities out of the 80 communities targeted by the CR Activity were visited. All FGDs/KIs were audio-recorded, transcribed, and coded with a qualitative software program to facilitate analysis. Survey data crossed variables for comparative analyses (e.g., training/no training and migration propensity). The ET analyzed secondary data from government sources on migration and violence, doing a comparative analysis with non-target areas on the latter.

FINDINGS

EQ1 To what extent have the overall activities implemented by the project helped to reduce violence, especially intra-family and gender-based violence, in targeted communities?

One of the biggest hurdles for reducing violence—especially GBV, which is the most prevalent nationally—is the “culture of silence,” or the lack of reporting violence and/or filing legal claims due to fear and/or dependency (economic and/or psychological) of women with their husbands/domestic partners. Coupled with this culture of silence is the lack of trust in the police and other public institutions that they will act. Additionally, there is a lack of reliable and available data regarding acts of violence and legal claims, making it difficult for CR to track progress and for the ET to determine violence trends in target areas. However, even if accurate data were available, a rise or fall in GBV claims does not necessarily mean that violence has increased or decreased due to so many unreported cases.

Data from target municipalities obtained by CR staff and publicly available national data from target and non-target municipalities *both show an overall decrease in GBV legal claims during the last years of CR implementation*. Detailed, disaggregated GBV data by trimester obtained by CR by the Woman’s Observatory of the Public Ministry reflect a 33 percent decrease in legal claims from July 2020 to June 2022 in target municipalities. The ET obtained public GBV data from the same source and compared the numbers of GBV legal claims filed from 2021 to 2022 in target and non-target municipalities in the four target departments. The ET found that GBV reduction was substantially more in target municipalities in two departments, slightly more in one, and less in the other. However, due to the CR Activity’s small coverage and other confounding factors (e.g., the culture of silence), it is not possible to attribute a drop in GBV cases filed to CR interventions.

Municipal authorities and youth perceive CR as having had a positive impact on violence reduction, yet it is unclear why they hold such a perception. This perception was reflected in survey and FGD data. Perceptions and personal cases in target and non-target communities did not show a difference, yet a substantially higher percent of non-target youth knew of GBV cases in the past year. *Overall, women tended to perceive much higher levels of GBV in their communities than men, according to survey data and FGD data.* Youth of both sexes expressed that the CR Activity increased their awareness of GBV, legal rights, consequences, and how to take legal action. Finally, *the CR Activity’s strategy to work through government institutions was successful*, yet administrative rotations and electoral changes tend to undermine institutionalization of strategies.

EQIA. To what extent have innovative processes, such as involvement of community-based violence prevention committees, helped reduce violence in targeted communities?

The CR Activity sought to implement a multipronged strategy including: 1) supporting the formation of the Municipal Commissions for Violence Prevention (COMUPRES) and the community-level prevention committees (COCOPRES), mandated in the National Prevention Policy; 2) helping the COCOPRES implement youth outreach strategies and develop violence and migration prevention plans; 3) strengthening coordination between the municipal authorities and the National Civil Police (PNC) Unit for Community Prevention of Violence (UPCV) to contribute to institutionalizing the community policing philosophy; and 4) forming reference networks in each municipality made up key actors/entities that provide a range of services for cases of violence.

Overall, the COCOPRES has made an important contribution, including tackling the “culture of silence” around domestic violence, which is a key barrier to violence reduction, yet their level of effectiveness varied. While the CR actions implemented largely fulfilled all their targets related to these strategies, the COCOPRES’ degree of effectiveness in violence reduction varied across municipalities/communities. This was

contingent on geographical location, coordination with other community and municipal leaders, existing levels of community participation, and the extent of education and training. While two-thirds of the youth conveyed that violence prevention talks were helpful, they frequently expressed needing more information. It is concerning that 26 percent of youth surveyed were not familiar with the COCOPRES in their community or its role, which was outreach to youth and identification of youth for education and training courses, including those surveyed. This suggests the need for more energetic outreach.

CR support for strengthening inter-institutional relations contributed to improving the population's pervasive and long-standing lack of confidence and trust in the PNC. Strengthening was done between the municipal authorities, community organizations, the Unit for Community Prevention of Violence and Crime (UPCV), and the PNC at municipal and community levels. Yet this also varied across regions and remains a barrier to violence reduction.

The CR Activity's creation of reference networks further helped to strengthen inter-institutional coordination for violence prevention and attention to victims. These were made up of representatives from the different COCOPRES, PNC, health/mental health clinics, and municipal offices for women and children. Their sustainability is likely in some municipalities that show more leadership.

A high level of alcoholism was frequently named as a key contributing factor in GBV and intra-family violence. Virtually all informants noted this as one of the top problems faced in their community, which—while not seen necessarily as the cause of domestic violence—was certainly seen as a key trigger.

Finally, as expressed by many informants across all categories, *the economic empowerment of women is critically important to reduce GBV* so that they can be independent entities no longer subject to male behavior and decision-making.

EQIB To what extent have innovative approaches, such as extra-curricular education, certification of competencies, and vocational training activities, helped reduce violence in targeted communities?

Numerous informants, including municipal authorities, perceived the technical training and alternative education as highly important for violence reduction. While many informants felt the principal value of these activities was “keeping youth busy” and out of trouble, others felt that further education and technical training also provided possibilities for attitudinal changes that encourage healthier ways of interacting with others, increase self-esteem, and offer prospects for engaging in activities for possible income generation. *The alternative education also provided a key venue/space for youth to receive talks on GBV and gender equity imparted by the facilitator.* Youth learned about forms of GBV, their rights, and how to take legal action. Yet youth who opted only for technical training did not benefit from such talks through the training sessions themselves and only benefited from these presentations if they had a very active COCOPRE. *In most of the communities, youth felt that they needed more information, including written materials, on GBV and legal rights and how to take action.* Surveys suggest that informants believe youth involvement in training and educational activities are effective for reducing violence while they participate, but not necessarily in the long run.

Technical training and alternative education were perceived to be the most effective at reducing violence in target municipalities with the highest levels of gang violence. In Colomba and Coatepeque, which have the highest levels of gang violence in the target communities, various stakeholders shared a general consensus that

the levels of gang violence had decreased due to the education and training provided. This suggests that perhaps the level of impact on violence reduction of the technical training and alternative education is context specific.

EQ2 To what extent did the overall activities implemented by the project support the reintegration of returnees to their communities?

CR support has taken the form of psychosocial assistance, certification of competencies, and efforts to include them in training programs, although returnees have been difficult to identify, considerably limiting reintegration efforts. The issue of returnees is complex and has posed challenges to the CR Activity due to what observers refer to as their “invisibility.” There is a generalized sense among municipal authorities, COCOPRES, and youth beneficiaries that returnees are often psychologically traumatized, experience shame, are in acute financial distress, and seek a low profile. The CR Activity coordinated with Casa Nuestras Raíces, an organization providing services to returned children, adolescents, and young people. CR’s implementing partner IDEI (Asociación para la Investigación, Desarrollo y Educación Integral) provided psychosocial services to 254 patients (175 female and 79 male), and a total of 578 therapy sessions were provided. Additionally, CR worked with INTECAP and other technical training institutes to obtain competency certification for 68 men and 12 women returnees in trades such as construction, carpentry, beekeeping, technology, and coffee farming.

There is a lack of government and donor support for returnees, yet good models exist. The validated care model for returned migrants developed for CR by Ideas para Guatemala/Asociación Grupo Enlace is a useful contribution to an urgent national policy discussion, providing comprehensive inter-institutional inputs that combine the necessary articulated strategies for initial humanitarian support; registration; psychosocial support programs; labor market insertion and productive integration; financial advice; and follow-up.

EQ3 To what extent did the overall activities implemented by the project reduce irregular migration?

The activity resulted in employment, self-employment, or internships for roughly a fifth of youth who benefited from education and training. The CR Activity met this goal, as well as the goals for the number of youth reached and private sector alliances established for employing youth. In total, the CR Activity established 24 alliances and reached 5,318 youth through alternative education (4,400), technical training (2,457), and competency certification (278). At CR’s close, 228 (4.3 percent) of these youth were self-employed, 61 (1 percent) were employed, and 831 (15.6 percent) were with internships. The one unmet target was the percent of households reporting cases of minors and youth that had migrated, which was 69 percent against a target of 45 percent. The strong pull of migration due to restricted economic opportunities was a constant and substantial challenge for CR. The high propensity for youth to migrate due to economic reasons was prevalent in all ET data. Yet most informants expressed that they believe CR made some impact on its reduction.

There was a wide range of youth perceptions about future opportunities and intention to migrate. Youth tended to fall into four categories: 1) those who were confident they could make a life for themselves in Guatemala; 2) those who were less confident but intended to stay and try; 3) youth that aimed to find work or start a business but intended to migrate if they didn’t succeed; and 4) youth who very clearly expressed their intention to migrate to the United States. COCOPRES talks helped to dissuade some youth from migrating, especially those sharing personal stories about its hardships, yet COCOPRES varied across

communities in the level of effort of such prevention talks. A little over half of the youth indicated having received a talk on the topic, some of whom said it helped dissuade them.

The educational programs and the technical vocational training may have helped dissuade some youth from migrating and provided a degree of optimism about possible future earnings as well as positive behavioral values. The 65 youth that had received seed capital (in kind) or were trained in productive areas tied to their local economies were the most confident about succeeding. Many youth that had taken technical training were generating some income, but most were clear that the training would not serve to underpin a living wage. Many informants felt that the courses were too short, and others felt they could be tailored better to fit local market niches: in some cases, agriculture.

Youth assuming leadership roles in the project and certain vocational courses seemed to contribute to “rootedness and community attachment.” Several young people from FGDs had become volunteers with CR, such as violence prevention promoters, and reflected a sense of purpose and identity. Also, some youth that did technical training related to their local terrain, such as eco-tourism and coffee production/services, expressed having more appreciation for the nature in their country and municipality and wanting to have a more active role in protecting it and sharing it.

CR formed several successful private sector alliances and partners with successful local development models, but they were limited in number. Several local development and small business alliances/partners that CR supported generated employment/self-employment for youth and fostered rootedness. Several private sector alliances that provided training and future employment prospects were also successful, yet these benefited a relatively small number of youth.

While not as strong as economic necessity, violence was also found to be a driver of youth migration. A fifth of youth that indicated intending to migrate named violence and insecurity as a reason, and a higher percent of youth that had been victims of violence indicated the intention to migrate. FGD data revealed that cases of women migrating to flee abusive husbands/partners were common.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS	RECOMMENDATIONS
EQ 1: To what extent have the overall activities implemented by the project helped to reduce violence, especially intra-family and gender-based violence, in targeted communities?	
A lack of community-level data on cases of violence and legal claims filed make attribution to CR difficult.	Through the COCOPRES, establish a system to track cases of violence and legal cases filed to understand CR impact.
The culture of silence around domestic violence makes it difficult to understand if increases or decreases of GBV cases filed correlates with the actual number of cases.	Use community-level data captured by the COCOPRES on violence cases and legal claims filed to better understand the relationship between the two.
Municipal data on complaints filed was unreliable and difficult to track to CR interventions due CR’s relatively small coverage.	Establish a rigorous monitoring, evaluation, and learning (MEL) system to track the number of complaints in target and some non-target municipalities.

CONCLUSIONS	RECOMMENDATIONS
CR strategies were applied uniformly despite variations in violence types and existing structures to address it across municipalities/communities.	Before implementation, map the different kinds of violence prevalent in each municipality, and existing structures to address them, to tailor strategies accordingly. Obtain violence baseline data at the community level.
CR's violence reduction strategy is a good model in terms of strengthening existing government efforts and institutions, yet elections and rotations undermine institutionalization.	Build on government policies and efforts to reduce violence at municipal and national levels, strengthening institutional and human capacities with existing USAID modules/courses.
EQIA To what extent have innovative processes, such as involvement of community-based violence prevention committees, helped reduce violence in targeted communities?	
COCOPRES' effectiveness varied widely and was contingent on leadership, coordination efforts, knowledge, and skills.	Ensure that the COCOPRES receive more robust training early on, with written materials and a replication plan.
There is a powerful "culture of silence" around domestic violence, which is a key barrier to violence reduction that CR began to tackle, although much remains to be done.	Prior to implementation, do a qualitative study in target municipalities to identify the most effective strategies for breaking down the culture of silence around violence.
Filing a legal complaint for women has been shown to be more effective when women are accompanied by a municipal authority and/or community leader.	Establish viable mechanisms at the community level for women to file a legal complaint with municipal/community leader accompaniment.
CR's support strengthened key interinstitutional relationships among COMUPRES, COCOPRES, municipal authorities, UPCV, and the PNC, contributing to increased trust with law enforcement due to UPCV outreach.	Support the establishment of the COMUPRES at the municipal level to create new COCOPRES to facilitate the institutionalization of Community Policing and linkages with the UPCV and PNC (both part of the Ministry of Interior).
Alcoholism, while not a single cause of domestic abuse, is a powerful trigger and a problem raised almost universally among informants.	Widespread alcoholism should be understood as a public health issue and viable treatment models need to be included in comprehensive anti-violence strategies.
There was a need to deepen COCOPRES outreach for violence reduction on all issues covered in the project, and efforts need reinforced with written materials.	Make COCOPRES' outreach to reduce violence systematic, with a replication plan and written and digital materials, which already exist from other USAID activities.
Psychological attention was recognized as a need by youth; however, a majority felt that access was limited.	Provide sustained support to the 18 comprehensive health clinics established, to strengthen them with the addition of legal, social, and didactic services. Expand mental health services, at local, community, and national levels.
No safe shelters/refuges were identified for women who were victims of GBV, yet the need was widely expressed.	Establish municipal safe shelters/refuges for survivors of GBV, creating a safe space for healing and recovery.

CONCLUSIONS	RECOMMENDATIONS
Women's economic dependence on men evidences their need for economic alternatives that allow them to leave an abuser, make legal complaints, and reconstruct a secure life.	Prioritize women's economic empowerment, exploring municipal-level models tailored to women, such as establishing comprehensive centers for women to receive rights education, skills, psychosocial therapy services, and microenterprise training.
Many women affirmed the importance of working directly with men, starting young, on "new masculinity" awareness.	Train male youth and community leaders in "new masculinity" to improve gender equity and reduce violence.
The existing distrust in the police regarding reporting violence, especially GBV, was based on past experiences of indifferent attitudes, insensitivity, and corrupt practices, worsened by frequent PNC rotation.	Police training at the community level should strengthen awareness, sensitivity, and behaviors to attend to women victims of violence, and new PNC should have community-level contextual orientations on predominant crime issues.
EQ1B To what extent have innovative approaches, such as extra-curricular education, certification of competencies, and vocational training activities, helped reduce violence in targeted communities?	
While the link between violence reduction and alternative education and training was not direct, the courses imparted values, such as respect, discipline, self-control, and goal motivation, that contribute to reducing violence in at-risk youth.	Incorporate positive youth development values in training curricula and seek to amplify youth voices and engagement in the community to foster agency and belonging.
Municipal authorities perceived the technical training and alternative education as highly important for violence reduction, with the latter seen as the most effective.	Promote a continuation of alternative education and technical education courses to broaden their access and extend their time period and the depth of the content.
While alternative education provided an important venue for youth to also receive talks on GBV and gender equity, those receiving only technical training did not receive such awareness sessions, constituting a missed opportunity.	Ensure that all courses offered to youth, whether alternative education or technical training, use their platforms to provide information on violence reduction and migration risks.
Informants believed the main value of alternative education and technical training in reducing violence was keeping youth occupied in positive activities, yet they perceived it to be unsustainable beyond the duration of the classes.	With municipal and national support, develop a range of ongoing community-supported activities to meaningfully engage youth in positive use of free time, whether through educational, recreational, or cultural activities.
Technical training and alternative education were perceived as the most effective at reducing violence in municipalities with the highest levels of gang violence.	Combine technical training and alternative education with existing regional strategies to prevent gang recruitment and offer options for possible gang desertion.
The School for Parents was seen as an important platform to share positive values and promote alternative approaches to parenting styles that reproduce abusive patterns.	Expand and replicate the School for Parents in all municipalities, incorporating it in school curricula and encouraging COCOPRES to promote its inclusion.

CONCLUSIONS	RECOMMENDATIONS
EQ2 To what extent did the overall activities implemented by the project support the reintegration of returnees to their communities?	
Characteristics of the returnee population, including trauma, shame, and indebtedness, has made this population seek a low profile, making it difficult to identify and to provide support.	Promote an initiative with the broader development community to support the government of Guatemala (GOG) to effectively identify returnees and their needs and capacities to design programs that foster returnee ownership of their reintegration.
CR attended returnees through psychosocial assistance and competency certification, yet most were unaccompanied minors, limiting the provision of CR services to this group.	Maximize articulation among all organizations and government efforts working with returnees to ensure that all age groups have access to a full range of services.
Certification of competencies is a key step for returning migrants to aid in their reintegration into the labor market, but CR's efforts in this area were limited due to challenges in identifying this population.	Explore successful existing models in other countries for the certification of competencies, a key step in reintegration, which articulates training organizations, local government, and industry.
The validated model for returned migrants developed for CR, with strategies for comprehensive support, is a useful contribution to an urgent national policy discussion.	Build on the validated care models for returned migrants such as the one developed for CR by <i>Ideas para Guatemala/Asociación Grupo Enlace</i> .
EQ3 To what extent did the overall activities implemented by the project reduce irregular migration?	
CR's multi-pronged strategy for reducing irregular migration was effective in helping many youth develop skills, education, and optimism, yet restricted economic opportunities still drive many youth toward migrating.	Implement similar strategies yet include a stronger and specialized focus on economic empowerment through a sub-contractor or a separate project with this sole focus for the same target youth. Maintain a database of youth that need continuity in training toward economic empowerment to share with similar future interventions.
The small youth enterprises that were the most stable and successful for generating consistent and meaningful income were those that had received resources (in-kind) from CR, yet these were a relatively small number.	Include a component with substantial resources for a more rigorous and broad strategy for providing youth with seed capital and support for launching their enterprises, with systematic accompaniment, especially in the first year.
Technical courses helped many youth generate modest income, but they were too brief for youth to develop enough expertise to be competitive in the labor market and were often not matched with local demands.	Base technical training areas and length on a comprehensive analysis of local market demand, both by employers and business needs, and carefully tailor training to prepare youth to meet this demand.
CR did not seem to have criteria for defining "self-employed" or "internships," making the prospects of youth unclear in terms of opportunities and economic stability.	Have clear criteria for categorizing young people's employment/income situations to understand the interventions' real impact on economic empowerment.

CONCLUSIONS	RECOMMENDATIONS
Alternative education helped youth complete high school or junior high degrees, which was especially valuable to the many women who had abandoned their studies, fostering confidence about employment and study opportunities.	Include alternative basic alternative education and, from the start, work with municipalities and COCOPRES to sustain it beyond the life of the project/activity. Consider childcare and transportation when offering these courses.
CR participation fomented important values and attitudes in youth, like increased self-esteem, greater optimism about the future, and motivation to use new skills to earn income.	Include systematic training for youth with modules and written materials, which guides them in knowing their strengths and resources and making a life plan.
COCOPRES' outreach to youth to prevent irregular migration was effective for dissuading some youth, especially when members used personal testimonies, yet not all COCOPRES actively pursued such outreach.	Provide systematic and differentiated training to specialize different COCOPRES members in different prevention areas, drawing on their own strengths and experiences in order to strengthen violence reduction outreach.
Though not the principal driver, violence is clearly a factor in migration, with municipalities and communities experiencing different kinds that contribute to migration.	Prior to initiating implementation, analyze the types of violence that drive migration in the different target areas and tailor the prevention strategies accordingly.
The extent that rootedness was increased overall wasn't clear, but it was seemingly enhanced when youth became prevention volunteers, assumed community leadership positions, and received technical training that exploits local, natural resources (coffee, eco-tourism).	To strengthen rootedness: a) include an explicit component to recruit volunteers and generate youth involvement in community and municipal organizations/governments, and b) offer technical courses that increase agricultural productivity using local, natural resources.
CR had alliances with several successful models for generating employment and self-employment through local development initiatives while also increasing rootedness, as well as some private sector initiatives to foster employment., yet these were quite limited in number.	USAID should request that bidding implementing partners (IPs) include in their proposals identified partners that offer a strong potential for generating employment through local development as well as private sector alliances that have proven successful in CR and/or other USAID projects/activities.
Several informants mentioned that a viable way to dissuade migration would be to incentivize the use of remittances for investment in local development and productive activities.	USAID should support local development initiatives that channel remittances into productive projects, informed by extensive related policy studies and experiences.

INTRODUCTION

As part of the Democracy, Human Rights, and Governance Learning, Evaluation, and Research (DRG-LER) II Activity, USAID requested that NORC carry out a performance evaluation (PE) to assess the effectiveness of the Community Roots (CR) Activity in reducing violence and migration to the United States in targeted communities in Guatemala. It is hoped that the evaluation will serve to inform decisions about future programming on these issues. This evaluation will cover the period from December 2016 to October 20, 2022.

As noted in the Statement of Work (SOW) (see Annex I), this evaluation was divided into two separate steps: during the first period, the Evaluation Team (ET) carried out a desk study analysis and scoping mission, entailing a two-week trip to Guatemala (August 7–19, 2022) to identify key inputs for a viable evaluation design that can effectively and thoroughly answer the evaluation questions. The methodological findings of the scoping mission and its implications for this evaluation were shared during this initial period through a collaborative process between the evaluation team and USAID, and in September, the ET presented an Evaluation Design Report (EDR), approved by USAID in late September. The EDR proposed the evaluation design and methodology, including the ET's proposed data collection and analysis methods, preliminary work plan, and draft data collection tools.

The second step, the three-week data collection trip to Guatemala (October 2–21, 2022) and subsequent data analysis phase of this process took place in November–December 2022 and January 2023.

BACKGROUND AND COMMUNITY ROOTS OVERVIEW

The CR Activity was one of a number of program initiatives being implemented by USAID to broadly address the root causes of irregular migration and violence¹ in Central America's Northern Triangle. While migration from the region to the United States has a diversity of underlying causes, the principal driver continues to be widespread poverty, and to a lesser degree, high levels of violence also play a role.² Guatemala forms part of this challenging landscape, as a 2021 report notes: "There were 113,000 apprehensions of Guatemalan nationals at the border in U.S. fiscal year (FY) 2018, and more than double that—270,000—in FY 2019. This figure dropped to 48,000 in FY 2020 as pandemic-related border closures were introduced, but it rose again to 283,000 in FY 2021."³ The average age of migrants has also fallen, with the World Bank reporting that "during the early 2000s, children and youth below the age of 18 represented only 15 percent of the migrants, versus 30 percent in 2018."⁴ The World Bank

¹ "Central America's Northern Triangle suffers high levels of violence stemming from organized criminal groups, including record high homicide rates, sexual violence, disappearances, forced recruitment into armed gangs, and extortion. This violence affects a diverse range of people including children, women, as well as lesbian, gay, bisexual, transgender and intersex (LGBTI) persons. Insecurity is also compelling an increasing number of persons to flee their homes and to seek international protection, particularly in bordering and nearby countries... Sixty-four percent of women interviewed for a 2015 study by the UNHCR study cited threats or attacks as one of their key reasons for leaving their communities."
<https://www.acnur.org/fileadmin/Documentos/BDL/2017/10937.pdf?file=fileadmin/Documentos/BDL/2017/10937>

² "Although records are scarce, violence suffered by NCA (Northern Central America) emigrants both in their countries of origin and during transit has been explicitly identified as a determining factor in the forced departure of part of the population."
https://repositorio.cepal.org/bitstream/handle/11362/44288/1/S1801071_en.pdf

³ https://www.migrationpolicy.org/sites/default/files/publications/mpi-huehuetenango-report-eng_final.pdf

⁴ <https://blogs.worldbank.org/jobs/migrating-better-life-why-better-jobs-are-key-helping-youth-prosper-home-guatemala>

also notes that “high levels of crime and violence represent staggering economic costs for the country”⁵ and numerous institutions examining the migration phenomenon, while acknowledging the limited data, suggest that violence, including drug trafficking, gang-linked activity, and intrafamily and gender-based violence (GBV),⁶ along with the lack of economic opportunity, constitutes an additional driver for both out-migration and internal displacement in Guatemala.⁷

As stated in the evaluation SOW, the CR Activity “was designed with the end goal of addressing the key underlying causes of migration of under-aged Guatemalans through holistic approaches to combating violence, and to contribute to the Government of Guatemala (GoG) and USG’s objectives of promoting sustainable development and decreasing violence in targeted areas.”

The CR Activity, with a total estimated ceiling of \$40 million (later modified to \$21.6 million), was originally intended to be implemented from December 15, 2016, to December 14, 2021, then granted an extension to end in December 14, 2023, but negotiated an anticipated closeout for May 31, 2023. It was carried out in the departments of San Marcos, Huehuetenango, Quetzaltenango, and Chiquimula and had recently expanded to Totonicapán and Sololá, covering 92 communities and 22 municipalities. The principal implementing partners (IPs) were World Vision (WV) as the prime and Research Triangle International (RTI) as the sub. The CR approach reflected an understanding of violence and migration as a complex, multifaceted phenomenon and that tackling this issue is linked to a diverse range of challenges, including cultural, structural, institutional, and policy-related causal factors. A crucial feature of the violence tableau and youth vulnerability is the structural violence that communities face as a result of social exclusion. In addition to the need to redress the serious economic and social deficits, there was a need to promote important community-level strategies to foster community resilience and address collective and individual trauma. As such, CR sought to develop a community-based approach, working closely with community leaders, proactively involving youth at the local level, but also aimed to promote primary and secondary prevention interventions that prevent violence, crime, and migration. Among the primary prevention actions, the activity provided capacity-building and training, extra-curricular education, and professional development, among others. The principal beneficiaries/target population were at-risk youth between the ages of 8–24 as well as adults considered to be from vulnerable groups, such as women and indigenous peoples. The desired short-term and long-term outcomes were reduced violence and reduced migration in targeted areas, increased private sector engagement with violence prevention activities, and increased leverage to support co-creation and sustainability of activities.

⁵ <http://www.worldbank.org/en/country/guatemala/overview>

⁶ “Sexual and gender-based violence is a primary factor forcing women and girls to migrate from the three Northern Triangle countries: Honduras, El Salvador, and Guatemala. A 2017 study on migration from these countries conducted by the University of Washington found that the increase of violence between 2011 and 2016 coincided with a doubling of total respondents listing “fleeing violence” as their main reason for migration. <https://www.atlanticcouncil.org/blogs/new-atlanticist/violence-against-women-driving-migration-from-the-northern-triangle/>. “Women on the Run: First-Hand Accounts of Refugees Fleeing El Salvador, Guatemala, Honduras, and Mexico,” United Nations High Commissioner for Refugees, October 2015. <https://www.unhcr.org/en-us/publications/operations/5630f24c6/women-run.html>.

⁷ In the Huehuetenango study conducted by the Catholic Diocese, which involved more than 400 families across the department, between 3 percent and 7 percent of those with family members who had migrated indicated that violence was their principal motive for moving. In addition, 15 percent of those interviewed said that their family member abroad would be in danger if they returned, with many citing either family violence or fears of authorities or extortion. In a 2020 IOM study, women were twice as likely as men to indicate that violence was their principal reason for leaving, suggesting there could be a link between domestic violence and migration. 2021. *Migration From Huehuetenango In Guatemala’s Western Highlands: Policy And Development Responses*. Migration Policy Institute Report.

EVALUATION QUESTIONS

The following three main evaluation questions, in priority order, were defined by USAID.

1. To what extent have the overall activities implemented by the project helped to reduce violence, especially intra-family and gender-based violence, in targeted communities? With a special focus on:
 - a. To what extent have innovative processes, such as involvement of community-based violence prevention committees, helped reduce violence in targeted communities?
 - b. To what extent have innovative approaches, such as extra-curricular education, certification of competencies, and vocational training activities, helped reduce violence in targeted communities?
2. To what extent did the overall activities implemented by the project support the reintegration of returnees to their communities?
3. To what extent did the overall activities implemented by the project reduce irregular migration?

EVALUATION DESIGN INPUTS

OVERVIEW

This section analyzes the range of inputs underpinning the evaluation design (explained in detail in the *Evaluation Research Approach* section), including the desk review and the scoping mission. To prepare for the evaluation phase of this two-step task, the ET first carried out a rigorous desk review of USAID background documents from June to September 2022 and undertook a two-week scoping exercise in Guatemala from August 7–19, 2022. The Scoping Work Plan was produced through a weekly co-creation process with the USAID Mission in Guatemala and other key stakeholders, including the ET and key DGR-LER staff.

DESK REVIEW

The CR Activity generated a very extensive body of information and material, including Annual and Quarterly Reports, Annual Work Plans, sector assessments (USAID or other), trip and monitoring reports, performance reports, success stories, gender analyses and planning assessments, and relevant sections of the Project Appraisal Document. Specifically, the ET reviewed the following documents:

- The Monitoring, Evaluation, and Learning (MEL) Plan and associated datasets and reports
- Performance Indicators
- The Baseline Report and its annexes
- Strategic Communication Plan
- The 2021 Mid-Term Evaluation
- Quarterly Performance Reports
- Annual Performance Reports
- Annual Procurement Plans
- Weekly Highlights/Success Stories

- Final Reporting
- Miscellaneous thematic reports from USAID and/or external sources

The SOW noted the ET “should explore options to use locally disaggregated crime data and/or to replicate a baseline survey that was conducted by WV,” adding that “Both of these potential data sources have limitations. In the case of the baseline survey, it was intended to be a diagnostic tool and the intervention was not necessarily carried out in all the locations surveyed in the baseline.”⁸ While the team did not seek to replicate the baseline survey, which is a task that surpasses the time and budget of the evaluation, it served as a useful tool to inform the desk review and points of data collection in the scoping trip and evaluation.

The ET reviewed other relevant documents throughout this phase as recommended by the IPs, sector experts, and academics sought out by the ET to complement the analysis as needed. Migration statistics, such as from the U.S. Customs and Border Protection (CBP), as well as the International Food Policy Research Institute’s (IFPRI) Migration Propensity Index were analyzed. To explore tendencies and patterns in violence, the ET accessed crime data from public security institutions such as the Unit for Community Prevention of Violence (UPCV) in the Public Ministry (MinGob) and from municipal-level data from the National Civil Police (PNC). The CR Activity had a trimestral reporting system, as well as three surveys (baseline, midterm, and eventually a final survey to be conducted in February 2023), using “Citizen Perception” as the violence indicator. Data on GBV and intra-family violence at a municipal level was available from the Women’s Observatory of the Public Ministry, which is a new, unified data system that gathers data on crimes against women and children, including GBV cases, since these can be reported through the PNC, Judicial Agencies, and/or Public Ministry, as well as through indigenous populations dealing internally with these issues.

Documents from the Migration Policy Institute, such as those analyzing the Department of Huehuetenango with respect to migration drivers, patterns, and policy options, provided useful data, as did Duke Sanford’s Migration Policy “Root Causes of Migration from Guatemala: Analysis of Subnational Trends.”

During the research team coordination meetings, the DDI/DRG/Evidence and Learning Senior Adviser shared a number of useful documents on the issue of survey methods for sensitive topics,⁹ and the Migration, Data and Learning Advisor from the USAID’s Latin America and Caribbean Bureau’s Strategy and Program Office also provided key documents to enrich the PE.¹⁰

The ET organized all desk review information in matrices by category (e.g., objectives and expected results, identified strengths and weaknesses, data sources) and thematic areas (e.g., migration, crime, GBV, community organization). Matrices will also serve to identify and document any gaps in data that require further information to be obtained through primary or secondary sources.

SCOPING DESIGN AND MISSION

The purpose of the scoping mission was to determine the most methodologically viable evaluation

⁸ *Scope of Work: Performance Evaluation of Community Roots Activity*. USAID/Guatemala, Democracy and Governance Office 2022 (p. 4).

⁹ Among them are *Survey Methods for Sensitive Topics: 10 Things to Know about Survey Experiments*; and *Survey Experiments and the quest for Valid Interpretation*.

¹⁰ *National Victimization, Security, and Migration Survey in Honduras*; and *Final Migration Report 2021*.

approach and scope to answer the evaluation questions and inform future USAID programming. It permitted the ET to best target data collection with IPs, partners, host government officials, local organizations, and beneficiaries. The specific objectives of the scoping trip were to:

- 1) Pilot and refine data collection tools to be used in the evaluation to obtain qualitative and quantitative information data related to migration, violence, and violence prevention.
- 2) Ensure that the sampling plan for the evaluation considers all relevant informant groups, including those that may have not been included in the scoping trip sample.
- 3) Determine a sampling plan for the evaluation phase that includes a wide range of sites with highly different levels of implementation challenges and program effectiveness at achieving desired outcomes.

The ET visited eight municipalities, which constitute 40 percent of the project's area of operation, and carried out key informant interviews (KIIs) and focus group discussions (FGDs) with 170 informants (which is detailed in the following subsection). The ET fulfilled its stated objectives and derived important inputs from the mission for the evaluation design (see **Annex II.A.**, Scoping Mission Debrief).

One of the most important methodological takeaways that informed the evaluation design was the piloting of all FGD and interview guides and the survey tools for youth and Community Prevention Councils (COCOPRES), which allowed the ET to have well-designed tools to gather uniform data effectively. Additionally, the ET gathered relevant information for defining a sample for the evaluation data collection that was inclusive of different contextual factors (e.g., levels and types of violence, degree of marginalization and poverty) and factors facilitating and/or creating obstacles for CR's implementation (level of local government support, organizational level of the COCOPRES). Thus, the evaluation data collection sample intentionally included municipalities and communities representing a wide range of such factors. The ET also identified the availability of secondhand, municipal-level data on crime and migration, such as data from the police and the IPs. Finally, the ET pinpointed several issues that required further examination due to their complexity and sensitivity, such as the internal relationship between the National Civil Police (PNC) and the departments and dependencies of the national citizen security system and the articulation between the COCOPRES, Community Development Councils (COCODES), and the indigenous community mayors.

In sum, the scoping activity allowed the ET to define sample municipalities and communities, fine-tune informant groups, define focus group conformations, and make decisions regarding employing specific methods with different informant groups. Both the desk review and the scoping trip revealed initial findings related to the evaluation questions, which helped the ET tailor the evaluation design to examine the most relevant aspects of CR's implementation to inform future USAID programming. Additionally, the ET gathered relevant data that were pertinent to the evaluation questions, which have been included in the data analysis that led to the findings presented in this report.

EVALUATION DESIGN METHODS

The ET used a mixed-methods approach to conduct the evaluation. Qualitative methods included KIIs, FGDs, and open-ended written responses. Quantitative methods consisted of surveys and analysis of secondary data. Each method is described in detail in this section. (See **Annex II.B.** for the Research Design Matrix.)

SCOPING MISSION SAMPLE AND METHODS

For the scoping mission, sample locations covered the four departments where the activity has been implemented since its initiation in 2017: Chiquimula, Huehuetenango, Quetzaltenango, and San Marcos. Roughly two municipalities per department were included in the sample, which were selected based on the different conditions that affect implementation fidelity and level of success of achieving the desired outcomes. (See **Annex II.C.**, Scoping Mission Sample, for detail about the Scoping Mission Sample.)

The ET interviewed 180 persons in 33 FGDs and 4 KIIs with stakeholders that included WV and RTI technical staff and coordinators (#6); WV local facilitators (#9); private sector representatives (#6); Interior Ministry and the PNC (#6); implementing partners (#11); education authorities (#2); municipal authorities (#35); COCOPRES (#47); youth group participants (#37); and members of the Referral Network (#8); and national stakeholders (#13). See **Annex II.C.**, **Table C.3.**, for a sample size by informant group and **Annex IV** for the full list of stakeholders interviewed.

The ET used structured interview guides to conduct FGDs and KIIs. The ET held FGDs with 37 youth, with women and men separately when possible. (It was noted that women tended to express themselves more freely without the presence of young men, especially on issues related to GBV.) FGDs were held with 47 COCOPRES members. The ET did not auto-record KIIs/FGDs for the scoping trip but rather consolidated evidence in data matrices to allow for quicker access following the field work.

Additionally, the ET had target youth self-administer a questionnaire prior to each FGD, for a total of 37 young people surveyed (22 women and 15 men). This tool was validated and changed slightly for the evaluation phase (see **Annex III** for survey). While the ET had planned to have COCOPRES members self-administer a questionnaire, it became apparent that many COCOPRES members had an education level too low to complete the survey. Thus, the FGD guide incorporated several of the survey questions to administer during the FGD.

EVALUATION SAMPLING AND SITE SELECTION

The ET worked with WV to define a comprehensive sampling plan that included a range of implementation effectiveness due to different challenges and facilitating factors. Specifically, the ET shared with the CR Chief of Party (COP) selection criteria and the proposed municipalities and communities based on the scoping trip information and requested that WV provide suggestions and help to complement with additional municipalities and communities. The selection criteria for the sample locations were:

- Communities furthest from the municipal center and close to the municipal center
- Communities with mestizo populations and with high numbers of indigenous populations
- Municipalities and communities with high and low levels of success achieving CR's goals
- Municipalities with the highest levels of migration and lower levels of migration
- Municipalities and communities with the highest levels of violence and lower levels of violence
- Municipalities and communities with different types of violence being the most predominant (gang, inter-family, GBV)

Sample locations covered the four departments where the activity has been implemented since its initiation in 2017: Chiquimula, Huehuetenango, Quetzaltenango, and San Marcos. Roughly two

municipalities per department were included in the sample for the evaluation, most of which were different from the ones included in the scoping trip sample. In the case of municipalities that were also part of the scoping trip sample (such as Esquipulas, Olopa, and Quetzaltepeque), different informant groups were selected, and different communities were selected within those municipalities.

NON-INTERVENTION MUNICIPALITIES, COMMUNITIES, AND INFORMANTS

The ET decided to include stakeholders outside the target areas in the FGDs to obtain a comparative perspective on CR's effects. While this does not constitute a "control" group, the aim was for it to serve as a proxy for understanding how CR's interventions may be benefiting (or not benefiting) the targeted population. Thus, the ET worked with WV to select a municipality that had not been targeted by CR, as well as three communities that were not targeted but were within the targeted municipalities. The ET conducted both FGDs and a survey with target and non-target youth;¹¹ FGDs with COCOPRES in target communities and COCODES in non-target communities; KIIs with local PNC in both target and non-target municipalities; and an FGD with municipal authorities in a non-target municipality. Different survey and FGD tools were used for these non-target informants (e.g., not including questions specific to CR), yet most questions were the same and pertained to issues related to CR's objectives such as violence, migration, the police, safety, opportunities for education and technical training, and level of optimism toward the future. (See **Annex II.D.**, Evaluation Sample Characteristics, for a breakdown of all sample locations and explanation for inclusion as per the selection criteria.) While the ET aimed for the best "control group" proxy, it is important to note that contextual differences between target and non-target sample groups must be taken into account when trying to do a comparative analysis, as noted in the limitations section.

As with the scoping trip, the ET conducted KIIs (usually with two to three people) with IPs at the local level, members of the private sector, and members of the PNC's Crime Prevention Unit. FGDs were conducted with youth, COCOPRES members, and municipal authorities (see Table I for a detailed summary of the informant sample for the evaluation phase).

Table I. Evaluation Qualitative Data Collection Sample by Informant Group

Respondent Category	FGDs	KIIs	Female Informants*	Male Informants	Total Number of Informants
Municipal authorities in target municipalities	8		16	25	41
Municipal authorities in non-target municipalities	1		3	5	8
COMUPRES	1		2	2	4
COCOPRES	23		35	44	79
COCODES in non-target municipalities	3		4	5	9

¹¹ FGDs were held with target and non-target youth in all four target departments. The non-target FGDs were held in three non-target communities within target municipalities and youth not participating in CR in the municipal city of a target municipality.

Respondent Category	FGDs	KIIs	Female Informants*	Male Informants	Total Number of Informants
Local and private stakeholders		5	1	12	13
Youth in target communities	22		76	44	124
CR partner organizations/reference network		1	1	2	3
Implementing partners	1	5	4	5	9
Local PNC in target municipalities		3	1	7	8
PNC Prevention Unit		2		2	2
Local PNC in non-target municipalities		1		2	2
Youth non-targeted by CR	3		12	9	21
Total	62	17	155	164	323

* 4 youths did not indicate their gender

As mentioned in the limitations section, the number of informants that were indigenous/Mayan was difficult to obtain, yet of the youth, 12.5 percent (11 youth) that responded to the question regarding ethnicity self-identified as Mayan, and in COCOPRES FGDs about 15 to 20 percent of the members indicated having a Mayan language as their mother tongue.

Taking into account the scoping phase and the evaluation phase, the ET collected data from 503 informants through 95 FGDs, 21 KIIs, and 158 surveys. In total, 17 of the 20 municipalities were visited, and 39 communities out of the 80 communities targeted by the CR Activity.

DATA COLLECTION

This section provides details on each type of primary and secondary data collected for the evaluation. A summary of this is provided in the Research Design Matrix (**Annex II.B.**).

KIIS AND FGDS

The ET used the FGD and interview guides that had been validated during the scoping trip. However, based on further reading and discussions with USAID, the ET decided to make several modifications. To breach sensitive topics such as migration, the ET included several questions like those in the (IFPRI) Migration Propensity Index (<https://www.ifpri.org/publication/migration-propensity-index-application-guatemala>). Additionally, questions were included that mirrored those in the CR baseline and midline studies, such as questions pertaining to perceptions of violence levels. (See **Annex III** for all data collection tools.)

The majority of the KIIs were with two or three people, due to their in-depth knowledge of the same topic of interest, as in the case of the local PNC, Prevention Unit PNC, and CR staff. In most cases, the

ET conducted KIIs with one CR staff member. The average time that it took to conduct a KII was 45 minutes to 1 hour. The ET conducted youth FGDs with women and men separately, except in a few cases when it was not possible (e.g., low youth turnout). All FGDs took roughly 1 hour to conduct, though in some cases they extended to 90 minutes. All KIIs and FGDs were audio-recorded and transcribed, pending consent of each informant. Additionally, detailed notes were taken when possible (i.e., there were two ET members facilitating). The ET held briefing discussions and wrote analytic memos by EQ during the evaluation data trip, as time permitted.

SURVEYS

The youth survey was self-administered near the start of the youth FGDs and took roughly 15 minutes to complete. The ET explained the confidential nature of the questionnaire and offered to clarify any doubts yet also maintained distance to respect each participant's privacy as she/he responded. Participants were asked to put their questionnaires in a pile, face down, after which the ET member placed them in an envelope. Questionnaires were filled out by all youth FGD members as planned. In total, 124 target youth (76 women, 44 men, and 4 who did not indicate their gender) and 21 non-target youth (12 women and 9 men) responded to the surveys.

In the case of COCOPRES, survey questions were asked as part of the FGD, which did not lengthen the duration of the FGD. The ET elicited responses, based on a scale, through participants holding up fingers or writing the response on a paper (depending on the literacy level). All COCOPRE/COCODE FGD participants responded to the survey questions, which is a total of 79 (35 women and 44 men) COCOPRE members and 9 (4 women and 5 men) COCODE members.

Additionally, the ET administered a survey to **municipal authorities** and a specific survey to the **municipal liaison** for CR. This was done shortly after the field data collection phase. Google Forms was used to administer the survey to the email addresses noted during the evaluation data collection and provided by WV staff. Both surveys averaged 15–20 minutes to complete. While a total of 17 municipalities was visited during both trips, the surveys were administered to all 20 municipalities included as part of the evaluation. The surveys were left open for three weeks; they were sent to 120 authorities and 20 liaisons, of which responses were obtained for 34 and 10, respectively. This represented a 28 percent response rate for authorities and a 50 percent response rate for liaisons.

OPEN-ENDED QUESTIONS

As part of the FGDs with youth, the ET used open-ended questions to elicit responses on topics that youth would likely provide more transparent answers to privately. At the end of each youth FGD, the ET passed out blank pieces of paper and posed three questions: 1) Comparing yourself before and after your participation in CR, what are the most significant changes or differences? 2) What are the three main things that you have learned or developed? and 3) Do you see the future differently? If so, how?

Responses were obtained by youth in all FGDs. ET members noted the gender of each respondent and kept FGD responses organized by community and municipality.

SECONDARY DATA

There are three sources that provide information on cases of violence: the PNC, the Public Ministry, and the Judicial Agencies, all of which receive the legal complaints. The National Institute of Statistics also collects and presents data on violence cases. However, the information published by these institutions corresponds to three or four years prior rather than being up to date; in addition, each institution records data differently (e.g., data is categorized in different ways), preventing straightforward comparisons of data from different institutions. Due to these difficulties in obtaining up-to-date and standardized data, various cooperation organizations established the Women's Observatory within the Public Ministry (see <https://observatorio.mp.gob.gt/portal-estadistico/>), which is a centralized system with updated, municipal-level data on GBV and other types of violence (e.g., violence against minors, femicide, sexual assault). The portal has been in operation since March 2019; thus it has data from 2021, 2022, and part of 2023.

CR staff requested data from the Public Ministry's Women's Observatory for target municipalities every three months, based on the Right to Public Information, which allowed them to have updated and reliable information on GBV cases in those municipalities.

In addition to consulting all the aforementioned sources, the ET also searched for and found information and studies produced by an NGO called Diálogos (see <https://www.dialogos.org.gt/>), which conducts studies based on public statistical information or that its staff collects from public and private sources. This NGO presents monthly information on GBV from 2013 onward. For this evaluation report, the ET used the following: 1) the GBV data that CR staff collected from the Public Ministry, 2) municipal-level GBV data from the Women's Observatory of the Public Ministry, and 3) GBV data from Diálogos.

For migration, the ET consulted international sources, including the International Migration Organization, and governmental institutions, such as the Guatemalan Migration Institute.

DATA ANALYSIS

KIIS AND FGDS

The ET used a qualitative software program (ATLAS.ti) to organize and code all transcriptions. ATLAS.ti, like other qualitative software programs (e.g., MAXQDA, NVivo), is a program that allows for thematic content analysis through organizing information by codes and then analyzing across informant groups, locations, and methods (e.g., FGD, KII, short answer questions from survey data, memos from observation). It also allows for word counts and comparing and contrasting data based on any criteria of interest (e.g., female non-target COCODE members).¹²

The ET created a coding scheme with codes that align with the evaluation questions (e.g., GBV, GBV reduction, regular migration intention, irregular migration intention, returned migrants support, returned migrant issues, competency certification, etc.). The ET then uploaded all transcripts and open-ended questions into the ATLAS.ti and coded the texts into segments (quotations) by placing them in

¹² Soratto, J., Pires, D. E. P. D., & Friese, S. (2020). Thematic content analysis using ATLAS.ti software: Potentialities for research in health. *Revista brasileira de enfermagem*, 73. https://www.researchgate.net/publication/340853211_Thematic_content_analysis_using_ATLAS.ti_software_Potentialities_for_researchs_in_health

the relevant code, thus consolidating data by topic. The ET then generated ATLAS.ti reports by codes relevant to each EQ and searched for tendencies and patterns in stakeholder and beneficiary perceptions. This included triangulating data by informant sources and analyzing the frequency of expressed perceptions across groups and comparatively between groups. The ET also triangulated this data with survey data and secondary data.

SURVEYS

Survey data were initially tabulated automatically by Google Forms, which creates graphs based on the responses. However, the ET disaggregated data by gender and also crossed variables (e.g., vision of the future and having received technical training or not). Additionally, data from youth surveys from target and non-target were compared, crossing variables such as the perception of the future, perceived level of security, and intention to migrate.

OPEN-ENDED QUESTIONS

The ET recorded all open-ended questions in Google Forms by question, noting the gender and location of the respondent. Then, the ET members looked over all responses and created categories (e.g., self-esteem, motivation, income generation) and tabulated and organized responses by categories in Excel. This allowed for tabulating the number of responses by category and examining consolidated responses by category.

SECONDARY DATA

The ET used the data provided by CR staff to calculate the change in the number of GBV complaints filed over a two-and-a-half-year period (2020–2022). Additionally, the ET used public data from the Public Ministry (Women’s Observatory) to calculate the trends in the frequency of GBV legal complaints filed for 2021 and 2022 in target and non-target municipalities in the four target departments. For migration rates, the ET used data from OIM, but a comparative analysis could not be done.

Additionally, the ET analyzed target performance indicators by EQ in comparison to reported results for the life of the activity, which gave an indication of the level of implementation. While most indicators were input and output indicators, there were several output indicators that reflected CR’s impact (e.g., the number of youth who found employment/self-employment).

VALIDITY

To help ensure validity, the ET triangulated all methods and sources. Specifically, the ET compared and contrasted data from KIs, FGDs, indicator reporting, and the surveys. Similarly, the ET examined data from different informant groups to compare and contrast the various perspectives and opinions. When trends emerged, the ET also looked for disconfirming evidence. The ET followed a systematic process of analyzing all data sources for one EQ at a time (see **Annex II.E. Data Sources Included in Evaluation Analysis Phase**). After examining all data relevant to that EQ, each team member wrote an analytic memo responding to the EQ by providing an analysis using empirical data across sources. The ET members used these memos as a basis for analytic discussions, which then constituted the findings. These ET discussions based on evidence-based analytic memos further reinforced the objectivity of the findings and conclusions.

EVALUATION LIMITATIONS

Data Limitations. Regarding primary data, it was not possible to meet with youth in two of the non-intervention communities, perhaps due to a lack of incentive (e.g., not being beneficiaries). This limitation was partially mitigated by examining COCODE data from these communities and other non-target youth data. Data on returnees is also limited, likely due their “invisibility” and/or reluctance to speak with people they didn’t know (especially foreigners) about being returned, as explained more in EQ2. Regarding secondary data, too, there is limited reliable data regarding the exact size of the returnee population and data that allow for a comparative analysis over time (target vs. non-target). Additionally, it was not possible to get community-level data on violence, but rather municipal-level data that made attribution to CR difficult due to its relatively small coverage per municipality. Furthermore, reliable municipal data were not available for the years prior to 2020 due to how recently the Public Ministry’s Women’s Observatory was established. Finally, due to the abrupt closing of the CR Activity (a year before expected), CR staff was heavily burdened with activity close-out as the ET was in the data processing and analysis phase and thus unable to respond in a timely way to the ET’s request for necessary data. Much of it was incorporated in the last few days of report writing, but some data were not obtainable.

Informant Bias. Social desirability bias is the tendency of respondents/informants to overreport more desirable attributes and underreport undesirable attitudes. This type of bias may have been exacerbated by the timing of data collection, which occurred in tandem with CR staff informing beneficiaries about the imminent project closure. The team aimed to mitigate this type of bias by emphasizing to informants that the ET is independent of both USAID and WV and had no influence on CR’s continuity or benefits. This was further emphasized by providing a phone number for beneficiaries to send messages via WhatsApp to the ET or to be passed on directly to WV and/or USAID. Additionally, the ET triangulated data sources and methods, including with informants such as the private sector allies that were not CR beneficiaries, thus minimizing bias. Finally, the ET discovered that the political position and election cycles can influence the attitude of the mayors and council members toward CR—such as those who were elected after CR began work with the municipality and thus it was not helpful for reelection. These authorities had the tendency to under-report the positive effects of CR interventions, which was also partially overcome through triangulation of sources.

Sampling Bias. Data for non-target youth may be biased because these youth came from more urban areas, within or very close to the municipal center. These youth may have a different perception of opportunities than more geographically marginalized youth. Furthermore, 12 non-target youth were from Malacatancito, which the ET perceived as a model municipality due to the female mayor’s strong leadership for reducing violence, encouraging citizen participation, and providing opportunities for youth.

Underrepresentation. The ET was made aware of the absence of self-identification of indigenous participants, leading to an apparent low representation of this population in the sample, even though some sample communities had a high percentage of indigenous people. This is due to historic discrimination and marginalization of this population in Guatemala and thus indigenous inhabitants sometimes do not want to be recognized as such. For example, just 16 percent of CR’s target population identify as indigenous, according to CR staff, though the actual percentage may be much higher. To overcome this limitation, the ET asked participants in FGDs if anyone spoke an indigenous language as their mother-tongue (and with youth, also asked if their mother did) and included this

question in the youth survey. This partially helped to overcome this challenge, yet it is still unclear if all youth self-identified accurately.

Sensitive topics. The ET wanted to ensure that youth answered sensitive topics transparently. Thus, youth FGDs were conducted with women and men separately so that they (especially women) would feel comfortable discussing these topics. For the survey, the ET either left the room or took physical distance from youth while they filled them out and asked them to place it face down or in an envelope to demonstrate the anonymity of the surveys. Open-ended questions following each youth FGDs also, allowing them to respond privately and anonymously about CR and its effects on them. Additionally, the ET provided a WhatsApp phone number to informants following each FGD, offering another medium to privately express any opinion that they may have not wanted to share in a group setting. Finally, the ET incorporated survey questions for youth and COCOPRES that indirectly probed their propensity to migrate and their experiences with violence, which may have helped elicit more transparent responses.

THEORY OF CHANGE CONSIDERATIONS

There are limitations/challenges in this activity that are linked to its original design and conceptual framework. According to the evaluation SOW, “The activity was designed with the end goal of addressing the key underlying causes of migration of under-aged Guatemalans through holistic approaches to combating violence, and to contribute to the Government of Guatemala (GoG) and USG’s objectives of promoting sustainable development and decreasing violence in targeted areas. The activity was designed in response to the high number of Unaccompanied Alien Children (UAC) arriving at the United States borders.... In addition, the activity is a response to the reported high levels of criminal violence in Guatemala, which has been reported to be one of the primary factors driving migration of UAC from Guatemala.”

The theory of change underpinning the CR design, as described in the Cooperative Agreement (Attachment B, p. 8), states:

“**IF** communities are empowered through technical assistance and tools, and small grants;

IF a diverse range of leaders (municipal authorities, citizens and the private sector) becomes engaged and confident in their collective capacities; and

IF meaningful and cost-effective institutions (prevention commissions, etc.) can be established and strengthened to sustain collaboration among these leaders, as well as with key outside allies;

THEN communities will be able to deliver the nurturing, recreational, educational, and employment opportunities that youth crave; attend to the children, adolescents and families at highest risk of becoming victims of perpetrators of violence; respond to those recently affected by violence; change community norms and perceptions; and ultimately succeed in reducing both violence and migration.”

Thus, the activity was originally envisioned to tackle violence as the principal driver of migration. Over time, as further data emerged analyzing the push factors of migration, it became apparent that the lack of economic opportunities far outstripped violence as the principal cause. The technical vocational training courses were then seen as a partial means to respond to this reality through equipping youth to generate modest resources (additional income) from largely home-based economic activities such as

cell-phone repair, hairstyling, and baked goods production, among others. These training programs were originally conceived as a means to change attitudes, generate optimism, and possibly contribute to family needs. Yet they were not designed on the basis of any market research regarding their viability to generate employment or income through successful entrepreneurship or analyzed from the perspective of sustainability as a meaningful source of income sufficient to deter migration. Many of the activity's IPs were aware that the training programs per se probably could not generate sufficient income to respond to the vexing issue of such limited economic opportunity and that unless these youth with the brief training they had received were integrated into a context of broader local development efforts, they would not succeed in deterring migration except in the short run. The original activity design reflects this contradiction, wherein a goal of migration deterrence was based on strategies to deter violence in a context where the central drivers were economic, and where the only economic dimension, technical vocational training, was not designed with a goal of sustainable income generation in mind. It is important to take this into account in interpreting the evaluation findings.

FINDINGS

EQ1. To what extent have the overall activities implemented by the project helped to reduce violence, especially intra-family and gender-based violence, in targeted communities?

Community Roots implemented an integrated array of strategies to reduce violence that included promoting a multi-stakeholder, inter-institutional, municipal- and community-level prevention model with interventions supported by the municipality and providing technical vocational training and alternative basic education. CR aimed to strengthen government and community counterparts and entities (e.g., police prevention units, local governments, community organizations) by providing resources and support for developing and implementing prevention policies and plans. Additionally, the aim was to provide an environment for positive youth development (PYD) through interventions such as recreational activities, creation of safe environments, and psychological support. These integrated efforts were aimed at reducing violence of all types, which has been a driving force for irregular migration.

The target municipalities confront different types of violence, yet CR faced several massive challenges in reducing violence across intervention areas. One of the biggest hurdles for reducing violence, especially GBV, which is the most prevalent nationally, is the “culture of silence,” or the lack of reporting violence and/or filing legal claims due to fear and/or dependency (economic and/or psychological), mainly by women with their husbands/domestic partners. This also occurs in cases in which the child/children of the woman are victims. This culture of silence is further fueled by shame, the tendency to keep family issues private, and religious influences that promote female submission. Coupled with this culture of silence is the lack of trust in the police and other public institutions that they will act. Furthermore, women lack alternatives since there is no public welfare system that takes care of GBV victims, such as shelters and/or economic support. There are several other smaller hurdles, such as people lacking information about their legal rights and how to take legal action, as well as the difficulty of traveling to the nearest municipality to file a claim. Finally, there is a lack of reliable and available data regarding acts of violence and legal claims, making it difficult for CR to track progress. The ET confronted this challenge as well, making it difficult to determine violence trends in target areas.

The evidence regarding violence reduction used for this evaluation comes from two principal sources: *citizen perception* (youth, COCOPRES members, and municipal authorities) and *GBV data* from combined

public institutions linked with law enforcement and citizen security. While the former reflects a range of different nuanced elements that influence perceptions, the second reflects specifically the number of formal complaints filed regarding GBV. If “violence reduction” is defined in part as formal complaint filing, it needs to be acknowledged that many aspects of this process fall outside the sphere of influence of CR’s strategies and activities, as they relate to the receptivity and functionality of public institutions at different levels. It should also be noted that “more” or “less” complaints filed is not always a reliable indicator of violence reduction, and that these statistics are affected by a range of factors: for example, a rise in filed complaints may reflect higher levels of awareness regarding possible legal redress, rather than an uptick in violence itself. Similarly, if violence levels stay the same or increase, this may not be detected due to the culture of silence and the other aforementioned factors. It is important to note that national and departmental data on violence reflect a downward trend over the years of project intervention. According to a publication by Diálogos,¹³ on a national-level legal claims filed for violence against women have decreased 35.7 percent. However, as noted above, data sources and types vary greatly, making comparisons difficult. Thus, the ET’s challenge was to identify any difference in trends in target municipalities with comparable data.¹⁴

Data from target municipalities obtained by CR staff and publicly available national data from both target and non-target municipalities both show an overall decrease in GBV legal claims in target municipalities during the last years of CR implementation..

Disaggregated GBV data obtained by CR¹⁵ reflect a 33 percent decrease in legal claims from July of 2020 to June of 2022 in target municipalities, yet equivalent data from non-target municipalities was not obtained by CR, which would have allowed for a comparative analysis over this same time period. The ET obtained public data from the same source, which is the Women’s Observatory of the Public Ministry (<https://observatorio.mp.gob.gt/portal-estadistico/>), and did a comparative analysis of numbers of legal files claimed (per 100,000 habitants) for violence against women from 2021 to 2022¹⁶ in the four target departments. In Chiquimula, in the eight target municipalities claims decreased by 20.7 percent, while in the three non-target ones they decreased by 11.6 percent. In Huehuetenango there was only a slight difference between the five target and five non-target municipalities, with a 23.2 percent reduction in the former and 22.3 percent in the later. In Quetzaltenango the difference was the most substantial, with a 23.6 percent reduction in the two target municipalities compared with a 1.1 percent reduction in the two non-target ones. Finally, in San Marcos the decrease was greater for the five non-target municipalities, with a 36.22 percent reduction compared with 20.4 percent decrease in the five target ones. Examining the total number of claims across all target municipalities versus the total number across all non-target municipalities in the four departments, the reduction rate is 15 percent lower in non-target (38 percent for target, 23.3 percent for non-target), thus reflecting an overall trend for greater reduction in the target municipalities. However, as already mentioned, this does not necessarily mean there was a reduction in GBV, which would require other means to determine. Yet as explained

¹³ Karla López, Diálogos, November 24, 2022. (<https://www.dialogos.org.gt/blog/la-violencia-contra-las-mujeres-mas-que-un-problema-individual-es-un-problema-social>)

¹⁴ As mentioned in limitations, community-level data were not available, making it more difficult to attribute reduction rates to CR interventions since only four communities in the municipality were beneficiaries.

¹⁵ These data were obtained by a WV/CR staff member who made a formal request to the Women’s Observatory to provide detailed and disaggregated data on violence against women reported in the target communities for all trimesters available, which covered a longer time period than what was available on the public website (by also including half of 2020). This was also more nuanced data including the different types of GBV (economic, psychological, physical), allowing for all types of GBV to be included.

¹⁶ Because this is a new system created to centralize data and increase its validity, public data only exist for the past two years.

below, primary data collected by the ET of perceptions on violence also reflects a reduction in target communities.

Women tended to perceive much higher levels of GBV in their communities than men perceived, according to survey data and FGD data. Almost 20 percent of young women placed the level of GBV at 5 on a scale of 1–5 (5 being the highest incidence), while only 5 percent of men did, underscoring the not surprisingly gendered perception of this phenomenon. Almost 60 percent of men placed the level of GBV at 1 (the lowest incidence) of the 1–5 category, while only 21 percent of women did. Between 30 and 40 percent of both genders placed the level of intra-family violence at 3. The vast majority of both genders place robbery, gang violence, and extortion at 1.

Comparative data on perceptions and personal cases of abuse don’t suggest lower rates in target communities. Of target youth surveyed, 55 percent know of cases of GBV in the past year; 28 percent against children; and 47 percent intra-family violence. Whereas 81 percent of non-target youth knew of GBV cases, 29 percent against children, and 24 percent intra-family. Furthermore, 16 percent of young women in target communities reported having been victims of GBV in the past year and 19 percent had been victims of intra-family violence. Of the overall youth group, 17.7 percent reported having been victims of intra-family violence in the last year, which was the most predominant type reported. These figures were similar for non-target youth, 14 percent of whom reported being a GBV victim in the past year; percentages were lower for other types of violence suffered by surveyed youth in non-target communities. A higher percentage (81 percent) of non-target youth report knowing how to file a legal complaint than target youth (67 percent). However, non-target women perceive GBV as more severe than target group women and non-target women also find intra-family violence more severe than target women. Comparing the ET youth survey data with the mid-term and baseline data also did not reveal much of a difference. In the mid-term, 15 percent of people reported being victims of violence in general in the past year, similar to the youth survey data. In the baseline, 33 percent of survey respondents reported that their community is not safe (67 percent reporting that they live in a safe place), which is the same percentage of youth that reported that their communities were not safe or “a bit” safe, yet only 8 percent reported that they were “not at all” safe. The midline showed 72 percent perceiving their communities as safe and 26 percent not safe.

Municipal authorities, youth, and COCOPRES members perceive CR as having had a positive impact on violence reduction, yet it is unclear why they hold such a perception.

The only concrete survey material from the evaluation data collection wherein respondents were specifically asked about CRs contribution to violence reduction that comes directly from the ET’s evaluation data collection is from the municipal authorities and liaison surveys. They were asked about violence reduction due to CR’s intervention as *currently perceived* and *in the long run*. According to survey results, 47.7 percent of municipal authorities (including liaisons) indicated that CR has “strongly” impacted violence reduction, 43.1 percent indicated “moderately,” and 6.8 percent responded “not much.” Regarding the long term, 38.6 percent selected “a lot” in the long term, 52.2 percent selected “moderately,” and 9 percent indicated it would impact “little” in the long term. The survey did not include a subsequent question probing how the respondents came to these conclusions, and similar queries during FGDs did not yield much useful data. **Similarly, from the youth survey during the scoping mission showed that 100 percent of youth believe that CR interventions have reduced violence.** On a scale of 1–5, 5 indicating the greatest degree, 50 percent of young women and 53.8 percent of young men selected 5 as the extent of the impact. Almost 39 percent of young women

and 23 percent of young men felt the impact merited a 4. These high scores were not always accompanied by an explanation as to how they arrived at these conclusions, although some respondents suggested that as men increasingly recognized the legal consequences of GBV, it had a deterrent effect. Similarly, data from most FGDs with youth and COCOPRES reflect the perception that violence, especially GBV, has decreased since CR's intervention.

Youth tended to express that through their participation in CR, they had more awareness about gender-based violence, legal rights and consequences, and how to take legal action.

In the open-ended questions, nine youth had responses pointing to heightened awareness on these issues and that they now experience less intrafamily violence. In FGDs, youth also expressed that there was more awareness in general about violence and its consequences. For example, one young woman responded, "I think now men don't dare raise a hand to a woman because they know that there are laws that protect women." This was also stated by other youth and some COCOPRES members. FGD data also reflected strengthening of municipal governments to coordinate with the police and other institutions and entities to prevent and respond to violence, spread awareness and educate, and other interventions toward violence reduction. As a municipal authority of Olopa explained, "With every community, in three, a COCOPRE has been created. If there is a problem there they go directly to the Public Ministry and or the look for the coordinator here."

CR's strategies to work through government institutions and initiatives aimed at violence reduction were successful, especially in municipalities that showed initiative and leadership toward this end, yet electoral changes and administrative rotation undermine effective institutionalization and sustainability of such strategies. While not all municipal authorities showed explicit commitment toward developing and implementing prevention policies, the ET found that roughly half of those included in the sample were putting CR's support to use to strengthen their efforts, including forming COCOPRES in other (non-target) communities, coordinating closely with the UPCV, and strengthening prevention policies and plans with a budget and actions. This was noted through FGDs, and survey data are consistent with qualitative data: 35 percent of municipal authorities surveyed responded that they have prevention policies that are defined and budgeted, and 15 percent indicated that they are in this process. Many municipal authorities expressed that, as part of their prevention efforts, they have increased and ongoing coordination with the UPCV/PNC. However, municipal authorities and COCOPRES members mentioned changes due to elections and rotation of UPCV/PNC could undermine prevention efforts. To institutionalize prevention efforts, CR developed a diploma for municipal authorities and PNC/UPCV members with the Institute of Education for Sustainable Development (IEPADES). Yet this was not implemented before the close of the activity.

One major limitation of CR in terms of making more impact on violence reduction and making this more visible is the small coverage per municipality. Municipal authorities in almost every municipality visited in the scoping trip and evaluation data collection pointed out that the coverage was small relative to the number of communities in the municipality. For example, in Tacaná, there are 180 communities, in Quetzaltepeque 60, and in Olopa 22 communities and 52 smaller surrounding ones. Community Roots worked in each municipal center and three communities, making the relative impact quite small. In some municipalities, the municipal government and COCOPRES, with the support of the UPCV, worked to form COCOPRES in additional communities. Several municipal authorities explained that they were in this process, such as this municipal authority in Cuilco: "*We only have four COCOPRES that we formed with Raíces Comunitarias. We have been in the process of forming six more COCOPRES with the*

support of the Prevention Unit in Huehuetenango. Though it has been challenging.” Several other municipalities were extending services, such as technical training and basic alternative education, to more youth in other communities. Despite the limited coverage, some municipalities were able to extend the support for greater coverage, though this was not the norm.

In conclusion, evidence shows that, overall, the CR Activity effectively worked through local governments and community organizations, strengthening them, and helping to put structures into place aimed at reducing violence and take legal action through inter-institutional coordination and other complementary strategies. While it is not possible to correlate CR’s overall interventions to the reduction in GBV violence rates in target areas, perceptions across informant groups indicate that the interventions contributed in different ways and to different degrees. The following two subsections (EQ I A and EQ I B) detail the ways in which the specific strategies may have helped to contribute to reducing levels of violence.

EQ I.A. To what extent have innovative processes, such as involvement of community-based violence prevention committees, helped reduce violence in targeted communities?

CR sought to implement a multipronged strategy for trying to reduce violence: 1) organizing COCOPRES and preparing them with violence reduction knowledge to share with youth and other community members; 2) supporting the creation and development of COMUPRES, the community commissions for violence prevention, mandated in the National Prevention Policy; 3) helping the COCOPRES develop violence and migration prevention plans with a series of activities aimed to reduce violence and supporting its implementation through the provision of funding and other resources; 4) strengthening coordination between the municipal authorities and the PNC/UPCV to contribute to institutionalizing the community policing philosophy; 5) helping organize talks at schools and in the community by the UPCV/PNC; 6) integrating violence prevention talks into the alternative education offered by FUNCAFE; 7) providing psychological attention to victims of violence and other youth in need of attention; and 8) forming reference networks in each municipality made up key actors/entities that are instrumental at preventing and tending to cases of violence.

The actions implemented largely fulfilled all their targets related to these strategies, as reflected in CR’s performance indicator reporting.¹⁷ The CR Activity contributed to ensuring that 92 intervention communities developed and implemented violence and migration prevention plans. With a final goal of 92, this represents 100 percent of the final target identified for 2023. Twenty out of a goal of 20 municipalities now allocate budget resources to violence and/or migration prevention actions, or 100 percent of the established target. CR support for establishing, accompanying, and strengthening 23 referral/support network for secondary violence and irregular migration prevention also achieved its goal. With respect to strengthening the community policing policy (MOPSIC) by 2022, 92 schools were implementing a violence and irregular migration prevention program with the participation of the police, representing 100 percent of the target, and of the 14,000 activities to be carried over the life of the activity (LOA) in the targeted communities by the police (violence and crime prevention), 12,812 had taken place—surpassing the target of 11,000 by the end of 2022.

¹⁷ The indicators referenced in this report are the final indicator reporting at the close of the CR Activity at the end of 2022 since the activity closed prior to the expected closure, shortening the anticipated LOA.

The role that the COCOPRES have played in violence reduction seems to have varied across communities in the type of actions they have taken and the frequency/intensity of their actions. The FGDs with youth and the COCOPRES suggest that the latter have become, especially where they are particularly active, the institution of choice and community ally, where members of the community often turn to share cases of violence and abuse, and where many youths feel there are prospects for resolution. In Atulapa, a COCOPRES member explained the role she takes in reducing violence:

We have tried to talk to the victims, and sometimes they say no (regarding filing a complaint). I have had opportunities to speak with their husbands. I have tried, and I have told them that this is not right, because if they continue in the same way (a complaint could be filed), then they say that they do not want to file a complaint. In some, a change has been seen because they almost no longer experience a problem of this type. In others it is difficult, but one always tries to talk to them so that they stop beating their partners. That is what one does to avoid engaging in court matters because they do not think one should make a complaint.

The response of the COCOPRES ranges from efforts at mediation, to support in the complaint process, to actual accompaniment to make the complaint at public institutions. Regardless of the final outcome of formal complaints, the FGDs also suggest that the public airing of such cases and the expanding knowledge of the possible legal consequences has had a dissuasive effect. What seems overwhelmingly apparent in almost all of the FGDs/interview data from all informant groups is the repeated assertion that the lack of a “culture of filing legal complaints” and hesitancy to denounce cases is deeply embedded and hard to change. What is framed as a “cultural” phenomenon reflects a variety of concrete issues that have historically made legal complaints very challenging, whether the indifference and corruption of the police, who have dropped charges when bribed, or public ministries and the judicial system, as well as the financial dependence that makes it extremely difficult for women to leave abusive relationships. A number of informants suggested that a step-by-step accompaniment for women by community leaders or municipal authorities in the process of filing a legal complaint would make these efforts more effective.

A high level of alcoholism was frequently named as a key contributing factor in GBV and intra-family violence. Virtually all informants noted this being one of top problems faced in their community, which, while not seen necessarily as the cause of domestic violence, was certainly seen as a key trigger. Some COCOPRES have sought to limit the sale of alcohol and/reduce the number of outlets such as cantinas, with varying degrees of success. Numerous informants pointed to the need to develop strategies for youth to confront this phenomenon. The only communities that reportedly didn’t face the problem of alcoholism were evangelical, which the ET encountered in two cases.

The effectiveness of the COCOPRES appears to be closely linked to the degree of training they have received, levels of participation already existent in the community, links with the municipal authorities, and non-conflictive/competitive relationships with other community organizations, such as the COCODES. The COCOPRES that are closer to the urban areas, where members tend to be better educated and by proximity are more likely to maintain relationships with the municipality, have been more effective. The COCOPRES members that had received a training diploma in violence reduction felt better equipped to deliver presentations and orient youth than those who had not. Both the COCOPRES, where they are trained and active, and youth perceive that a range of activities promoted by the COCOPRES served to reduce violence, particularly the “talks” on topics

such as women's rights, laws protecting women and children, how to file a complaint, and risks related to migration. These talks were given by municipal authorities, the UPCV, and some by the COCOPRES themselves. As this COCOPRES member expressed, *"Yes, it has gone down (the level of violence). We have not eradicated the problem, but we have had a school for parents. We call parents here to the community center and people come to give them talks on how to be self-sufficient, how to stay out of trouble, how to not mistreat women and children. These are the topics."*

About two-thirds of the youth said they had received violence prevention talks that were helpful, yet they frequently expressed needing more information. Many young women said that they had received these talks from the PNC, COCOPRES, and/or their alternative education teacher and that these were very helpful. However, many expressed wanting more information, such as this young woman: *"The talks are very important, but sometimes not just for oneself, but so many can hear them. It is important that they don't just occur once but that they give them continually."* Almost universally, youth expressed wanting more workshops and presentations of this type as well as written materials, so they have something to refer to if they need to take legal action or share information about this. Additionally, several informants from each category (youth, COCOPRES members, municipal authorities, and IPs) expressed that specific training needs to be provided to men on GBV, some specifying that this should be on "new masculinity" and/or start in elementary school.

In sum, the role that the COCOPRES has played in violence reduction seems to have varied across communities in the type of actions they have taken and the frequency/intensity of their actions. While some youth said that they had received information on violence (like in Santo Domingo, Malacatán), others, like in Vuelta Grande, Cuilco, responded: *"Not really, no. Talk about violence against women—no, we have not had."* Another young person in the FGD said COCOPRES had given talks about violence prevention. This was echoed in several other communities. Overall, according to FGD data, it seems that between half and two-thirds of the youth had received talks about violence prevention from the COCOPRES, which is consistent with youth survey responses – that 57 percent reported having received a talk from the COCOPRES (while 28 percent reported having participated in a recreational activity and 27 percent hadn't participated in any COCOPRES-led activity). Additionally, 66 percent of youth surveyed replied that people know where and how to report cases of violence (and 71 percent reported that they know where and how to legally file a claim), which is relatively low if the COCOPRES had been actively promoting this information in the community. (As noted earlier, this is 16 percent lower than youth in non-target communities, which is 90.5 percent.) Additionally, 33 percent of non-target youth responded that people do file claims, whereas 27 percent of target youth responded that people file claims. Responses about trust in the police reflect that with non-target youth there is more trust. So according to these data, the interventions don't seem to have impacted youth much. **Given that where COCOPRES are better trained and more effective, and youth feel that their interventions have been positive, it is concerning that 26 percent of youth surveyed were not familiar with the COCOPRES in their community or its role.** COCOPRES had a specific mandate to reach out to youth, and, in most cases, were the ones that identified youth for education and training. Thus, one would expect that all youth would know about them, especially since most of the communities were relatively small.

Youth, COCOPRES members, and municipal authorities perceive recreational activities promoted by the COCOPRES as a positive force against violence, both as healthy use of free time and as "safe" spaces. The recovery of public spaces for sports activities, chess

tournaments, and contests of different kinds with trophies have been seen as effective means for engaging youth in safe pastimes. In a survey of municipal authorities, 25 out of 34 persons indicated that they thought the recreational activities contributed “a lot” to reducing violence, as explained by a COCOPRES member: *“In sports activities, we’re able to prevent young people and children who are ordinarily on the street from meeting up with people they shouldn’t. In that sense, it prevents them from getting together. Instead, everyone is getting along and avoiding problems, harassment, and beatings.”*

Creating reference networks further helped to strengthen inter-institutional coordination for violence prevention and attention to victims. A total of 21 networks were formed over the life of the activity, with one in each target municipality. These were made up of representatives from the different COCOPRES, PNC, health/mental health clinics, municipal offices for women and children, and other entities that serve victims of violence (legally and with their physical/mental health) and help strengthen prevention mechanisms. The ET conducted FGDs with representatives of two reference networks (San Jose La Arada, Chiquimula and San Pedro Sacatepéquez, San Marcos) that explained how CR interventions have helped them strengthen coordination to prevent and tend to cases of violence more effectively. As with the COCOPRES, the level of efficacy depended much on the leadership and initiative of its members. The network in San Pedro Sacatepéquez was particularly active and numerous, covering the terrain of 17 communities in the municipality. Whether regular meetings will be sustained beyond CR’s support is unknown, but the forged personal and institutional relationships in many of the networks will likely be sustained.

While most youth considered psychological support to be an important need and useful when available, the majority of youth interviewed considered themselves underserved with respect to this service. Overall, there is a great need for psychological services at local, municipal, and national levels as such services are scarce. The psychological support services were provided to youth referred by the COCOPRES, by the broader referral networks or by project personnel who identified young people in alternative education or technical training groups. Most of them were young victims of violence, young people at high risk of migrating, returnees, young people with family conflicts or with relatives who migrated. The demand has generally exceeded the capacity of attention available in the clinics. CR made a needs assessment of 18 comprehensive municipal clinics, inaugurated the same year. CR’s original intention regarding the clinics, before the early closure of the activity, was to strengthen them with the addition of legal, social, and didactic services. Additionally, several municipalities explained that CR had been funding a psychologist, which the municipality would assume the cost for or were finding another way to maintain her presence (sometimes in coordination with CR).

The reduction of violence in a context of deeply rooted cultural norms is a long process that involves a wide range of interlinked factors to which the COCOPRES has made an important contribution. These factors include awareness-raising and rights education, economic empowerment of women, and institutional strengthening of public institutions mandated with protection and prosecution. The nuanced impact of the COCOPRES’ role in both rights education and as a community ally in steering rights holders toward accessing the justice system is an important contribution to de-normalizing violence. A significant legacy of CR with youth and women and in families will be the “know your rights and how to defend them” dimension, bringing to light the scourge of GBV in communities and informing men of the potential legal consequences of violence against women. The impact of this depends on the outreach capacity of the COCOPRES and how determined they are to

reinforce such knowledge, awareness, and potential for action through institutional networks, whether school, police, or municipal authorities.

Another area in which the CR Activity sought to provide support was in strengthening the inter-institutional relations between the municipal authorities, community organizations, the Unit for Community Prevention of Violence and Crime (UPCV), and the PNC at municipal and community levels. In 2017, the Ministry of the Interior's Vice-ministry for Crime and Violence Prevention issued a follow up strategy document to the 2014 National Prevention Policy, mandating the development of municipal prevention policies to prevent crime and violence at both community and municipal levels. The UPCV, the operational arm of the Vice-Ministry noted above, is mandated to form community commissions for prevention (i.e., COCOPRES), train them, and lead in the elaboration of a Municipal Prevention Policy and an action plan. The UPCV operates at departmental rather than municipal levels.

CR's support has strengthened key inter-institutional relationships and community outreach processes. This involved the police in the creation and training of the COMUPRES and their action plans; in institutionalizing the integral security model MOPSIC; in providing presentations on the legal framework to prevent violence against women and the risks and dangers of irregular migration, and in the development of violence reduction plans in schools, among other activities. CR worked with the PNC to develop and validate the ADAPT and ADAPT Junior models, a strategy using an innovative approach to engage youth to carry out analysis, action, and advocacy plans in their local communities. When a staff member of the IPs was asked how CR supported the COCOPRES in their development of a violence reduction plan, he noted *"We focus on a model that the project precisely built together with the PNC and the UPCV, which are the guarantors on behalf of the Government for prevention. Together through the project, the ADAPT Plus methodology was validated, which gave us a series of work tools that allowed us to systematize information to already have the community plan."*

These activities served to contribute to the slow and challenging process of reversing the population's pervasive, generalized, and long-standing lack of confidence and trust in the PNC.¹⁸ According to CR's most recent performance indicators, trust in the police has grown from a baseline of 53.9 percent to 68 percent by the activity's closure. A COCOPRE member noted, *"We have coverage from the PNC at the school where they come to give talks. If I'm not wrong, they come every month. They take the fourth, fifth, and sixth graders to guide them. The inhabitants here are not accustomed to that, they're kind of afraid of the police, that's how people feel. For this very reason, and thanks to the project, this help has come to the school."* This process of building trust is complex and long, although there is a more positive sense regarding the UPCV, and the ET noted an increasing capacity to differentiate between them and actors at substation-level of the PNC. This latter level of the police is plagued by chronic and severe budget constraints which leave them often without fuel to be able to arrive at crime scenes, which undermines public confidence, and high levels of rotation that undercut efforts to build relationships with communities. A member of the PNC in Cuilco explained how he sees the advances: *"We, with MOPSIC and accompanied by Raíces Comunitarias, have been able to enter villages that we had not been able to enter for the same reason that sometimes they are conflictive, and they do not see the police as well. Yes, we have been able to enter villages where Raíces Comunitarias entered first and then provide accompaniment, and we have even been able to give talks and everything else."*

¹⁸ The Mid-term Evaluation of the CR Activity conducted by CID-GALLUP noted that 29 percent of those interviewed had a "strong distrust" or "semi-distrust" of the police; 54 percent a "semi-trust"; and only 14 percent a "strong trust."

One of the most critical pieces of the medium and long-term solution is the economic empowerment of women, making them independent entities no longer subject to and beholden to male behavior and decision-making. This opinion was held by various informants in every informant group. Projects to confront and reduce violence that aggressively seek to economically empower women have shown to help women leave violent relationships, including through an example given by the municipal authorities in San Juan Ermita involving 18 women. The women received training and support for starting a small business; only one woman went back to her violent relationship yet, according to the municipal authority, with a more empowered stance. Additionally, a suggestion was made in one municipality of establishing women's institutes or development places where women would receive both rights education and microenterprise training at the municipal level. While the COCOPRES talks and training programs do not definitively secure either economic independence or successful access to the formal justice system, they do build up young women's self-confidence and self-esteem, making them potentially more apt, determined, and informed to defend their rights.

EQIB: To what extent have innovative approaches, such as extra-curricular education, certification of competencies, and vocational training activities, helped reduce violence in targeted communities?

With respect to the most recent CR performance indicators, the activity achieved its intended targets. In total, 2,457 youth received technical vocational training, constituted by 1,170 women (47.6 percent) and 1,287 men (52.3 percent). A total of 4,440 youth received alternative basic education: 2,767 women (62.3 percent) and 1,673 men (37.6 percent). The totals include individuals who took both trainings. In certificates for competencies, 278 were granted: 31 women (11.1 percent) and 247 men (88.8 percent). Among them were returnees and young people who already had knowledge and skills in a technical area and were certified by INTECAP or DIGEEX.

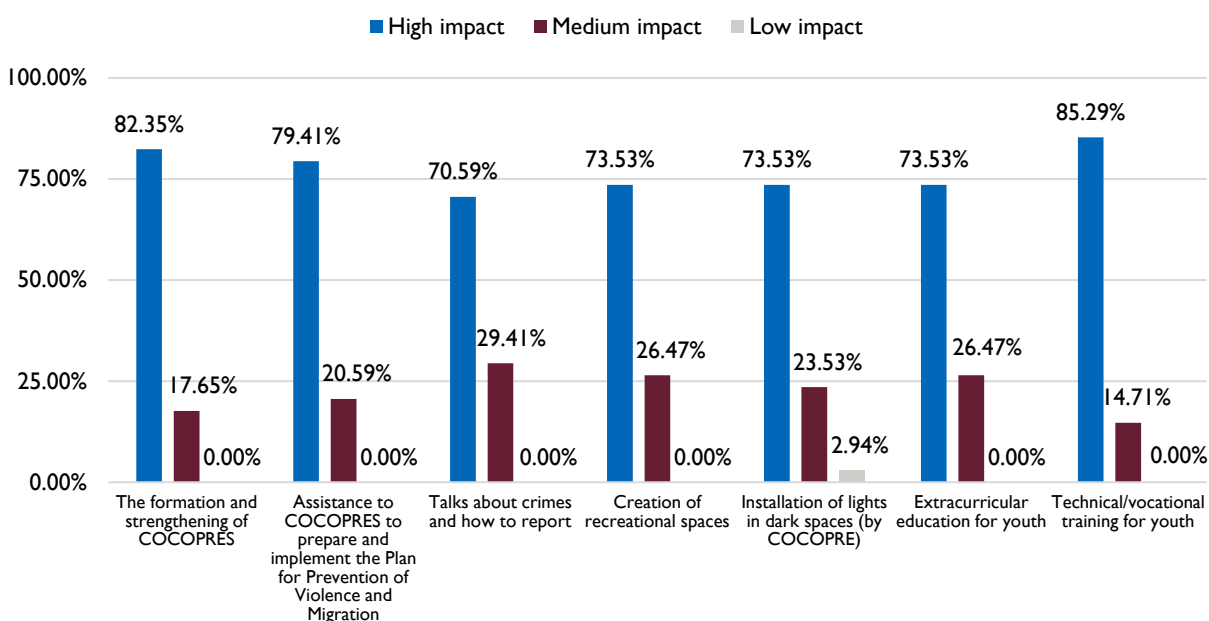
The relationship between these activities and violence reduction is not always a direct one but rather a result of “soft” effects of transferring values, such as instilling motivation toward tangible goals and greater hope for the future. Additionally, the activities kept youth engaged in sound and healthy use of spare time beyond the street and the home environment, which can be toxic and abusive. While it appears that most of the youth participants in these CR activities are victims rather than perpetrators of GBV and intra-family violence, they are immersed in a context where they are often daily witnesses to both physical abuse and heavy alcohol consumption, both negative models that can be contrasted with an educational or training environment where behavioral values such as mutual respect, discipline, self-control, goal motivation, cooperation, personal organization, and commitment are key. According to an IP staff that worked in the field with secondary prevention efforts, *“Training, and training also at an educational level, which has certain values. I feel that what we have is a lack of values. That is what ends up affecting us when we interact with other people and generate more violence in the place. Maybe avoiding the violence that lives in the whole community is difficult, but it will be one less person.”*

Municipal authorities and other key informants perceived the technical training and alternative education as highly important for violence reduction. In the ET's survey of municipal authorities, of the seven interventions by CR, **technical vocational training was selected as the most successful in reducing violence**, with 29 of 34 (85 percent) informants describing it as “high in importance” (see Figure 1. For all graphed survey data, see **Annex II.F**). Nine out of ten

municipal liaisons with CR described extra-curricular education *and* technical vocational training as highly important in violence reduction. While many informants felt the principal value of these activities was to “keeping youth busy” and out of trouble, others felt that further education and technical training provided deeper possibilities for attitudinal changes that both inform and encourage healthier ways of interacting with others, increase self-esteem and confidence, and offer prospects for engaging in activities that concretely improve possible income generation—all elements that can contribute to channeling youth toward more a more wholesome approach to daily life. The private sector Management Group (*Grupo Gestor*) linked to CR activities in Tacaná provided an example, referring to a girl who was rebellious and problematic: “We began to talk with her; she began her vocational training... She set up a beauty salon. Right now, she is setting up a massage parlor. She received psychological care, then she received the hairstyling course. Then she was linked to a group. We put her in the course there, she made her business plan, and we had the opportunity to provide her with some resources. That girl is giving us a lot back right now.”

Figure I. Municipal Authorities’ Perception Regarding CR’s Influence on Reducing Violence

How do you think that the interventions of Community Roots influence to lower the levels of violence in the communities where you work?



Municipal authorities from San Juan Ermita, Chiquimula also noted behavioral changes related to greater degrees of agency instilled by the courses of this kind: “When I met this person, her husband hit her, beat her, and left her purple. She couldn’t even leave her house; he wouldn’t let her do anything or participate in meetings. This past year when they began to give the courses, she enrolled and finished. We were kind of surprised because after being a (abused) woman.... She stayed with her husband, but now she perhaps sets her rules.... I don’t know if she secretly left him so she could hear the presentations (about violence), but I imagine that this also helped her, and she became empowered.”

The extra-curricular program the alternative education also provided a key venue/space for youth to receive talks on GBV and gender equity imparted by the facilitator. Convening

youth would likely have been difficult otherwise, based on comments of COCOPRES members regarding getting community members to attend talks. Thus, the alternative education opportunities helped youth learn basic information about forms of GBV, their rights, and how to take legal action. This may have contributed to violence reduction, yet it is difficult to affirm to what extent this is the case. Youth survey data show that a higher percentage of those who had received talks indicated that there was “a lot” (30.3 percent) or “a bit” (59.1 percent) more consciousness about violence and how to file a complaint. Of the youth that did not receive talks, a much smaller percentage (13.6 percent) indicated that there was “a lot” more awareness about these issues. Nine youth had responses pointing to increased knowledge on these issues in the open-ended questions asking what they learned and/or how they see their future as different. For example, one young woman responded, “*I have more knowledge about respecting others. I know more about one’s rights. Also about family violence.*” While it is difficult to measure to what degree this knowledge contributed to reducing violence in the context of this activity, it may be argued that knowing one’s rights is an indispensable start to responding to violence.¹⁹

In addition to the talks provided to youth through the alternative education platform, FUNCAFE launched a *School for Parents*, in all the groups where the courses were given. Although attendance was limited, those who did participate said that it served to help them learn about human rights, laws, and processes to file complaints. The *School for Parents* also seeks to help guide parents to interact in positive and non-conflictive ways, with mutual respect and affection, rejecting abusive or violent behavior. According to the CR 2022 Second Quarter Progress Report, “*In the Western region: 63 monthly sessions were attended by 1,075 participants (749 female and 326 male) and in the Eastern region: 18 monthly sessions were attended by 287 participants (220 female and 67 male)*” (p. 14).²⁰

Information about violence reduction, while valuable, did not reach many of the youth and other CR participants, and more information was necessary. Unfortunately, many of the youth who opted only for technical training did not benefit from such talks through the training sessions themselves and only benefited from these presentations if they had a very active COCOPRE. The fact that slightly less than half of the youth surveyed responded that they knew where and how to report violence, while the other half said they did not (32 percent) or they were not sure if they did (19 percent) reflects that the effort to make participants aware of what to do in cases of violence was not aggressive/comprehensive enough. In future, such talks on violence could be integrated into technical training sessions to ensure greater weight is given to these issues. This was underscored by many of the youth, especially women, in the FGDs who said that they would have liked more information on violence reduction—or any information at all, for those who had not received any talks/information. Several COCOPRES members also expressed the need for a more intentional effort to impart such information: “*I believe that it is important, the programs for youth, for children, for women who are suffering from violence, that it be a more direct issue for them with the involvement of community authorities and*

¹⁹ A Harvard study noted: “According to research by the Latin American center for competitiveness and sustainable development (clads) of INCAE business school and the social progress index, income and social progress are inversely related to interpersonal violence and intimate partner violence. Countries with higher levels of income and/or higher levels of social progress showed lower levels of violence. Likewise, the same study shows that education has a direct relationship with intimate partner violence. The countries with the highest level of education are also those with the lowest levels of intimate partner violence.” Ilie-Cardoza, C., Fernández, A., and Knaul, F.M. (2023). Overcoming domestic violence in Latin America: the need for education, employment and equality. <https://revista.drclas.harvard.edu/overcoming-domestic-violence-in-latin-america/>

²⁰ Community Roots Project FY2022 Quarter Two Progress Report.

organizations like Raíces Comunitarias, but that it be a little more intentional so that there can really be important empowerment.”

There was a widespread belief that the principal value of alternative education and technical training in reducing violence was keeping the youth busy, occupied in positive activities, and off the streets. This was expressed by COCOPRES members, municipal authorities, and IP staff. Several COMUPRES members from San Jose La Arada expressed this when asked what CR intervention has most helped to reduce violence. One stated, *“The courses. The courses help. Their wish is that youth and people have a means to keep busy.”* According to a WV staff member, this is the aim of the courses: *“Regarding the issue of violence, work has been done ... to promote the healthy use of free time. This has been developed by the COCOPRE and the reference network at the municipal level. This is the purpose of all of this formative, educational process for young people.”*

Numerous informants noted that youth involvement in training and educational activities are effective for reducing violence while they participate but not necessarily in the long run. Of the municipal authority liaisons, 60 percent thought the project was very effective at helping youth make good use of their free time, and 40 percent thought it was partially effective. And while 40 percent thought CR’s interventions were very effective for reducing violence in the short term, only 20 percent thought they were thus in the long term. For municipal authorities, half indicated that it was highly effective in the short term (38 percent partially, 9 percent a little, and 3% not at all) and 12 percent little or not at all; 44 percent indicated actions to be highly effective in the long term (44 percent partially effective and 12 percent a little). The higher percentage of those that perceived the impact as highly effective in the short term may be because in the short term youth were busy, but this may not be a long term solution to violence reduction unless accompanied by other strategies to raise awareness, educate, and foment economic independence.

Technical training and alternative education were perceived to be the most effective at reducing violence in target municipalities with the highest levels of gang violence. In Colimba and Coatepeque, which have the highest levels of gang violence in the target communities and some of the highest in the country, various stakeholders shared a general consensus that the levels of gang violence had decreased due to the education and training provided because it was effective at getting youth involved in positive and productive activities and providing them with more opportunities. This suggests that perhaps the level of impact on violence reduction of the technical training and alternative education is invariably context-specific: in areas of high gang violence or youth at risk of getting involved in gangs or organized crime, it is much more important to get youth involved in other, more productive activities. While in other areas, with youth who may not have a high risk of getting involved in gangs, crime, or violent activities, it keeps them occupied (hence off the streets where there is perhaps more risk) and gives them more education/skills and hope—maybe a new “chip” (better values)—and helps contribute to “positive youth development.” **There is likely a positive impact toward violence reduction, but it may be less apparent than in places with high gang violence.** This also suggests that violence reduction strategies may be more effective if tailored to the specific types of violence most prevalent in that context.

EQ2: To what extent did the overall activities implemented by the project support the reintegration of returnees to their communities?

CR's strategy with returned migrants was to provide them with psychological support and competency certification for those who had developed certifiable labor skills, such as soldering, carpentry, or construction. Through an implementing partner funded by CR, IDEI (*Asociación para la Investigación, Desarrollo y Educación Integral*), 21 workshops were provided for 94 returnees in Quetzaltenango and Guatemala City. In total, the CR Activity was able to attend to 831 returnees, 307 women and 584 men, only 11 of whom were older than 18. IDEI conducted interviews with all of these returnees, with the aim of reunifying them with their families within 72 hours. Additionally, CR worked with INTECAP and other technical training institutes to obtain competency certification for 68 men and 12 women returnees in trades such as construction, carpentry, beekeeping, technology, and coffee farming.²¹

The issue of returnees is a complex one and has posed particular challenges to the CR Activity due to their “invisibility.” Many informants suggest returnees are burdened both by a sense of shame and failure and that they often face high levels of indebtedness due to the sale of productive assets to cover the costs of the migration attempt. There is a generalized acknowledgement among municipal authorities, COCOPRES and youth beneficiaries that returnees are often psychologically traumatized by their experience, in acute financial distress, and constitute a partly hidden population that often avoids seeking support. One returnee noted, *“One returns very disappointed, very depressed for not achieving the objective with which we have gone. The famous American dream is not complete.... Yes, one feels disappointed in life.”* The ET noted a reticence on the part of many informants to discuss this phenomenon at length, especially to foreigners, possibly because part of this sector may still be linked to human traffickers, either by debt or by their intention to keep attempting to migrate and thus want to keep a low profile. Many observers have referred to the “invisibility” of this population. Thus, the ET was only able to identify a limited number of informants who were willing to self-identify as returned migrants.

There is limited reliable data regarding the exact size of the returnee population. The principal data sources in a 2020 study carried out for USAID used “1) a database maintained by IOM that tracks returnees from the United States and Mexico to Guatemala and 2) a CBP database that tracks Guatemalans apprehended or determined to be inadmissible in the U.S.”²² The IOM database estimated that for the years 2013 through 2020, the United States and Mexico returned a total of 693,070 Guatemalan migrants to Guatemala. By December 29, 2022, according to official GOG figures, 94,043 Guatemalans had been deported to Guatemala from the United States and Mexico, by air and land: 48 percent more than in 2021, when 63,520 people were deported. In a 2020 USAID profile of this population,²³ it notes the following characteristics: 83 percent male and 17 percent female; 85 percent over 17 and 15 percent under 17; many have been victims of crime and violence; most stop their formal education after elementary school; a high percentage come from the Western Highlands; 58 percent use

²¹ The total number of returnees that received psychological services with CR support was not available, but 118 was the number reported for FY2021.

²² P.10, 2021. “Descriptive Analysis of the Guatemalan Migrant Population returned to the country and apprehended or determined to be inadmissible in the United States between Fiscal Years 2013 and 2020.” USAID Monitoring, Evaluation, and Learning initiative. (USAID/El Salvador). Document was prepared by ME&A, Inc.

²³ <https://www.usaid.gov/guatemala/migration>

a coyote to cross the U.S. border; many have made multiple attempts to cross the U.S. border; and most do not have a fixed or stable employment.

In the municipalities where the CR Activity was carried out, figures for January to December 2022 from the Guatemalan Migration Institute (IGM) for eight of those municipalities show the following total number of returnees²⁴ (see Table 2). These numbers are to provide context, they are not numbers attended by CR.

Table 2. Returnees by Municipality

Municipality	Number of Returnees
Coatepeque	1,123
Malacatán	1,094
Chiquimula	881
Tacaná	867
Cuilco	553
Chiantla	491
Totonicapán	1,009
Nahuala	510
San Marcos	1,032

CR support has taken the form of both psychosocial assistance, certification of competencies, and efforts to include them in training programs, although returnees have been difficult to identify. Initially, CR sought to identify the returnees through the COCOPRES; however, this proved to be challenging as returnees typically did not approach the COCOPRES due to the stigma of shame noted above and/or commitments with “coyotes.” The CR Activity subsequently coordinated with *Casa Nuestras Raíces*, an organization providing services to returned children, adolescents, and young people, with offices in Quetzaltenango and in Guatemala City. CR funded one psychologist in each *Casa Nuestras Raíces* location. According to CR Annual Performance Report for FY22, implementing partner IDEI provided psychosocial services to “participating youth and returnee migrants through culturally relevant cognitive behavioral therapy.” According to the performance report for FY22 Q2, 254 patients (175 female and 79 male) received a total of 578 therapy sessions. Under the framework of this consultancy, the CR provided services through IDEI to not only returnees, who were fewer, but also to at-risk young people, whether victims of violence, in danger of gang recruitment, or possible migrants.

The FGDs yielded mixed results regarding access to support for returnees, yet the majority of informants from all informant groups replied that they did not know of services to support returned migrants. In interviews with municipal authorities in Coatepeque, one informant noted: *“I have two young women who were returned, so I referred them to Raíces. They provided psychosocial support, one young woman was from Magnolia and the other from Jardin, communities where Raíces works. Psychosocial support was given, and the girls received a technical course at INTECAP: one took a course in hairdressing, the other in cake-making.”* Other informants, including a returnee, replied when asked about the availability of support: *“No, I didn’t get help. My own family helped me just because one returns very disappointed, very depressed.”*

²⁴ https://mic.iom.int/webntmi/descargas/gt/2022/11/GT_muni_Noviembre2022.pdf

Three other participants added, “I would say no (there is no support)” and “Not that we know of” and “From relatives, maybe yes, maybe.”

Regarding training and certification of skills, one staffer from the IP noted: “With returnees, we work on certification for labor competencies. We have a nice group of returnees who were certified, who now come with trades and have been certified in the process... We also have not only the returnees as such, the children of the returnees. We have quite a few young people with returned children. Returned children who are part of our youth group, because our youth also saw the poverty in which their father came back.”

In addition to the psychological support provided by *Casa Nuestras Raíces*, the ET identified a number of different individual projects related to returnees, such as a private hospital “Los Angelitos” in Tacaná, which is supported by the private sector and funds a “volunteer” psychologist who offers services to youth, among whom are returnees—although the demand outstrips the capacity of one staff person. **Swisscontact, an international NGO, has a project in Coatepeque to reintegrate returnees into the labor market based on a certification of skills acquired while in the United States.**

There are limited services and support for returnees, especially in the more remote communities and townships, despite the high rates in these zones. This is due to the combination of lack of government resources, elevated degrees of extreme poverty in the areas of origin of the returnees, and the challenges of access for support efforts in many of the most remote areas. The concept of “reintegration” of returnees, especially a sector as large as Guatemala’s, is one that has not been adequately addressed by government institutions, local NGOs, or the international donor community. There is a lack of robust policies and support mechanisms that provide psychosocial assistance, links to sustainable productive projects, and a comprehensive care model that would likely require inter-institutional and intersectoral coordination and planning with involvement of the civil society and local-level authorities.

CR hired the firm *Ideas para Guatemala/Asociación Grupo Enlace* to develop a care model for returned migrants and their possible inclusion on project services. The results were delivered, reviewed, and validated by the project in FY22 Q1, according to CR’s FY22 performance report. Although the closure of the project in December 2022 means the recommendations cannot be implemented, they can serve as a basis for future projects. Increasingly, given the recent ebb and flow of migrants, countries are realizing that the phenomenon of returnees requires urgent and targeted national policymaking focused on this issue.

EQ3. To what extent did the overall activities implemented by the project prevent irregular migration (and/or increase rootedness and community attachment)?

The CR Activity came to a close in the context of one of the largest waves of migration to the United States from Central America in recent history. The strong gravitational pull of migration in the face of scarce economic opportunities and, to a lesser degree, violence has had a sharply limiting effect on the impact of activities implemented by CR to reduce irregular migration and increase rootedness and community attachment. While vocational training, further education, and efforts to educate youth regarding the dangers of migration all contribute to positive youth development (PYD) and have provided important intangibles, such as increased self-esteem, greater optimism about the future, and—in some cases—motivation to start small-scale, home-based enterprises, the harsh realities of the

economic landscape will not deter a significant number from seeing migration as the only option for securing economic well-being.

The high propensity to migrate was evident in the surveys, KIIs, and FGDs with all informant groups.

In FGDs with all informant groups, when asked how many young people migrate (e.g., “Of every ten young people, how many migrate?”), the response was almost always between six and nine. Almost 30 percent (29.4) of municipal authorities surveyed indicated that the economic situation causes the majority of people to migrate, and 56 percent responded “many.” Of the 65 youth that indicated having the intention to migrate, 62 of them (90 percent) indicated it was due to a lack of economic opportunities and 30 of them (43.5 percent) indicated it was due to a lack of education opportunities (the next highest response was due to corruption, which was 33 percent).

CR used a multipronged approach to try to reduce irregular migration and foment PYD in the target municipalities/communities: 1) provide alternative basic education opportunities; 2) offer technical training through INTECAP and other partner organizations; 3) provide competency certification for youth that had taken enough technical training or already had certifiable skills; 4) offer seed capital (in materials) to youth to start business (e.g., equipment for a hair salon); 5) offer psychological services; and 6) support the COCOPRES to give talks to youth to dissuade them from migrating.

CR implemented all planned activities, meeting or surpassing all targets related to youth education/training and economic opportunities, resulting in employment, self-employment, or internships for roughly a fifth of youth attending.

The target for the number of businesses that create opportunities for youth was 20 for the LOA. There was an accumulated number of 18 by 2022, which was the goal for 2022.²⁵ CR provided secondary prevention services (education and training) to 5,318 youth, which was slightly short of the LOA goal of 5,500 but surpassed the accumulated goal for 2022, which was 4,300. Of these youth, 2,457 received technical training (1,170 women, 1,287 men); 4,440 received alternative basic education (2,767 women, 1,673 men); and 278 youth (31 women, 247 men) had their competencies certified in beekeeping (91), technology (50), construction (35), carpentry (25), and several other trades. Additionally, the goal for youth who received scholarships/technical training and become apprentices, employees, or are self-employed was 800 by 2022, which was surpassed by CR with a total of 1,120 youth (51 percent women). Most of these youth (177 women, 51 men) were self-employed or generating income due to their technical training. However, there are no criteria regarding the amount or consistency of income that constitutes being “self-employed.” A small portion of these youth (65) were able to successfully develop a business plan and apply for seed capital, resulting in a more robust small business. Roughly 5 percent of the 1,120 (38 men, 23 women) had found employment, and 831 had internships (one-third women). It is unclear if they still had these internships at the close of CR. Another indicator is perception of future employment opportunities, and the LOA goal was 60 percent indicating “optimistic,” of which 78 percent responded in such a way (37 percent very optimistic and 41 percent optimistic).²⁶ The only indicator that was not met was the percent of households reporting cases of minors and youth that had migrated, which was 69 percent against a target of 45 percent.

Youth did not have much optimism for the future, which is likely due to the very restricted economic opportunities. While important, these accomplishments are more nuanced when analyzed

²⁵ Due to CR closing early (at the end of 2022), the LOA will be regarded as 2022 and not 2023 as anticipated.

²⁶ CR obtained this figure for indicator reporting from the mid-term evaluation of Community Roots (December 2021).

with the qualitative and survey data collected for this evaluation. Survey data shows that 26.4 percent of youth opined that there are no accessible economic opportunities and 69.4 percent indicated that these opportunities are “a little” accessible (and only 4.2 percent responded that there are many). Overall perception of the future showed slightly more hope, with 15.6 percent of youth indicating it was good and 64.8 percent that it was mediocre.²⁷ The level of optimism did not differ greatly with the non-target youth, of which 28.6 percent indicated that it was good, 66.7 percent mediocre, and 19.7 percent “not at all good.” Furthermore, a higher percentage (21.7 percent) of youth who had taken technical training indicated the future was “not at all good,” as opposed to those who had not (17.7 percent). For those receiving alternative education, 21.6 percent of participants indicated “not at all good,” as opposed to 14.3 percent of those who did not participate. This could be due to youth who have acquired new knowledge and skills but still face a void of economic opportunities.

The perception of the municipal authorities further underscores the challenge that youth face in terms of economic opportunities: only 14.7 percent opined that the capacity for youth to stay in the municipality due to their education opportunities and 11.8 percent indicated a high level due to technical training; the great majority (64 percent) indicated that it was mediocre for both. A third of COCOPRES considered the future for youth was 4 or 5 on a scale from 1 to 5, while 40 percent opined that it was bad (1 or 2 on the scale). However, the great majority of municipal authorities also opined that CR’s interventions had a lot of impact (23.5 percent) or a medium impact (47 percent) on reducing migration in the short term and a lot (32.4 percent) or medium (53 percent) on reducing migration in the long term). Many COCOPRES members and youth echoed this perception. **Thus, while the challenge of reducing migration is massive, the majority of informants expressed that they believe CR did make some impact on its reduction.**

A wide range of youth perceptions about future opportunities existed, from intending to migrate to being confident about finding opportunities to make a living in Guatemala. In addition to this group of youth that expressed in FGDs and/or surveys that they intended to make a life for themselves in Guatemala and were confident that this was possible, there were three other categories of youth: 1) those who intended to stay and, for the moment, expressed that they thought this was possible; 2) youth who said that they would try to find work or have a successful business in Guatemala, but if they couldn’t, they would migrate; and 3) youth who very clearly stated that they planned to migrate to the United States. The statistical data also reflect this tendency: 29.5 percent of youth indicated that they planned to go to another country to live and work within the next three years and another 32.8 percent that they did not know, while 37.7 percent responded that they did not intend to. Broken down by gender: 54.8 percent of young women and 54.2 percent of young men who benefited from CR surveyed indicated that they had the intention of migrating and 30.3 percent and 28.3 percent, respectively, said they had the intention of going to live in another country. Another 31.6 percent and 34.8 percent, respectively, responded that they didn’t know.

²⁷ It is unclear why the ET’s data results on perception of economic opportunities and perception of the future differed greatly from what was reported by CR (which found 78 percent reported being optimistic or very optimistic about future employment opportunities, which is from the external mid-term evaluation). One explanation may be that surveys were administered via numerators for the mid-term evaluation while the ET had youth self-administer surveys, perhaps eliciting more transparent responses.

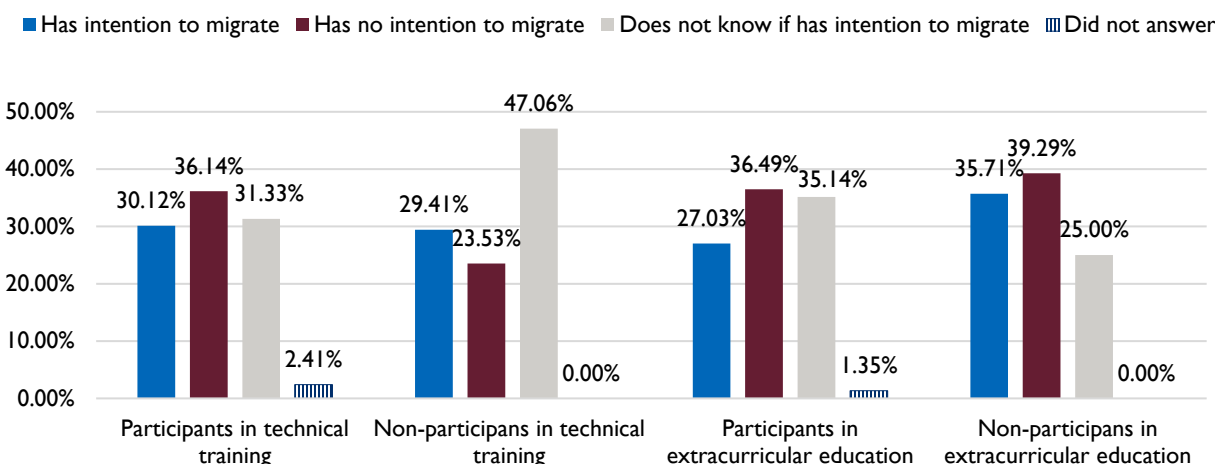
A third of the youth—27.5 percent of women and 32.5 percent of men—indicated that they have taken steps toward migrating, such as saving money (24 youth), talking to friends and neighbors about the trip (13), and making travel arrangements (7).

The educational programs and the technical vocational training may have helped dissuade some youth from migrating, at least temporarily, and provided a degree of optimism about possible future earnings. There is evidence that the opportunities provided by CR helped develop hope for youth regarding more opportunities and making some money while also working toward more economic stability through future studies and training. Of the youth who participated in FGDs and completed the survey, 72.5 percent had studied in the alternative basic education (60 percent of whom completed their high school degree) and 80.6 percent in technical training. Yet youth didn't necessarily see vocational training or further education as contradictory to migrating, as seen in survey data regarding intention to migrate. However, in non-target communities, in which 65 percent and 63 percent of youth (respectively) indicated not having opportunities for vocational training or alternative education, a much higher percentage of youth expressed having the intention to migrate: 75 percent of non-target women and 77.8 percent of non-target men (compared with 54 percent of women and 55 percent of men in target communities).

In FGDs most youth who had participated in alternative education felt that it had helped them become more employable and/or wanted to continue studying. A number of young people, especially women, expressed that they were grateful to the **COCOPRE** for finding them and offering them the opportunity to complete their studies. And many young people saw the value of a high school diploma for opening job opportunities. As one young woman expressed, *"With a high school diploma, we can choose to have a better job and not migrate."* Another young woman expressed: *"It has helped me a lot. I had only a sixth-grade education. Due to my economic situation, I could not continue. Before, I thought that I could only get ahead by migrating, but now I don't think that."* Another young woman explained that she appreciated the flexible nature of the alternative education since she also worked, so she was able to organize her time and attend. She also commented that her higher level of education allowed her to get a job that pays her more: *"Yesterday I was super happy because they confirmed my job, they told me that I did qualify, and now I'm going to have a little more income.... Now, I can have triple the income."*

Figure 2. Intention to Migrate and Participation in Education and Training

Technical training, extracurricular education and the intention to migrate.



Survey data reflect that youth who studied in alternative education and/or vocational training expressed an intention to migrate less than those who had not. For alternative education, 35.7 percent of those who didn't participate wanted to migrate (and a quarter of them indicated not knowing), whereas only 27 percent of those who participated indicated having the intention of migrating (with 35 percent indicating they don't know; see Figure 2, above. For youth indicating wanting to migrate, there was not much difference between those who did technical training and those who did not, with 30.1 percent and 29.4 percent, respectively. Yet a substantially higher percentage of non-participants indicated not knowing (47 percent) compared with 31.3 percent of participants and a substantially higher percentage of participants indicated not intending to migrate (36.1 percent) as opposed to non-participants (23.5 percent). The high number of youth who had received technical training expressing uncertainty about migrating or "not likely" reinforces the affirmation that a relatively large number of youth aimed to apply their skills to generate income and stay in Guatemala, but they were not sure this would pan out. This was reflected in FGD data as well.

The youth who seemed the most confident about not migrating were those who had received seed capital and those involved in initiatives tied to their local economies. The ET spoke with several of the 65 youth who had received support through machinery and/or other supplies to start a business, such as the young woman who received supplies for her piñata business and another young woman who received an industrial sewing machine for her seamstress/tailor business. She explained that the machine helped her to make many more types of products and get more done: "They already gave me the machine, and I finish the job in the afternoon, in the morning or at night. The machine is here; I no longer leave my house. It is faster. Here we make pants, skirts like the one I have now, which I also made, I can also make aprons. We also make jackets, pants, also blouses, shirts, complete suits like the one over there." She also emphasized the importance of being financially independent, which she felt her business allowed her.

The ET also carried out FGDs at two coffee cooperatives, with youth studying to be in the coffee business—in which the great majority of the youth felt sure they could make a living in Guatemala. As this young woman expressed, "I have thought that one can have opportunities here, perhaps not big or that it

won't be tomorrow or the next day, but little by little, it's a process. But one can make it here." Youth who had this degree of confidence about their future in Guatemala were a relatively small group within the ET sample.

The models that seemed to be the most effective at generating economic opportunities and fomenting rootedness were ones aimed at local development and successful alliances with small businesses. The ET interviewed members of two cooperatives in Tacaná, San Marcos (Grupo Gestores and a tourism cooperative) that developed opportunities to help curb migration through helping strengthen youth capacities locally. Grupo Gestores created a cooperative with savings and credit for 25 youth in 2012, and now they have helped youth start various businesses (e.g., honey, flowers, ecotourism), also with the help of CR for providing training and supplies. Similarly, the tourism cooperative has developed local terrain to make it a natural reserve for tourism, bird watching, and camping as well as a fungi plantation to grow and export shitake mushrooms. With the funds made through these projects they created (independently of CR), they have helped to support other projects—which CR has also supported—such as barber and beauty salons and cell phone repair. The indigenous group in Totonicapán (48 Cantones) is another successful, locally organized model that CR developed an alliance with. CR provided a three-month, intensive training in traditional (Mayan) sewing for 35 women, all of whom work together to produce clothing and are economically independent. **Several informants mentioned that a viable way to dissuade migration would be to incentivize the use of remittances for local development and investment in productive activities. Guatemala has a growing number of initiatives of this type, such as Prima-veral Inc., a U.S.-based nonprofit helping migrants to set up remittance co-ops,** among other organizations that “loan to members who have less cash, and share knowledge about starting businesses and building homes, enabling all of the members to launch projects that grow both members’ wealth and the local economy.”²⁸

CR formed several successful private sector alliances, but they were limited in number.

Grupo Hame is a national agricultural business that CR formed an alliance with to provide electrician and welding training to youth in hopes of hiring them.²⁹ As a member of Grupo Hame said, “I hope that we can graduate these people and receive some in our business.” Another alliance was with Rana Labs, which is a media production company. They provided training to youth to do media production and be news spokespeople. The ET encountered roughly 10 youth who had taken this training and were enthusiastic about working in this field, which they believed was a viable employment option. While these alliances and others mentioned provided good opportunities for youth, the overall number of such alliances was relatively small, thus benefiting a relatively small number of youth. Finding such alliances was a challenge.

Many saw the vocational training as a means of contributing modestly to the family income and/or generating some income for themselves for their next steps. About half of the youth who had taken vocational training had set up small at-home enterprises, usually in tailoring, hair styling, manicures, and to a lesser degree electrical activities. About half of the youth in FGDs expressed that they planned to do this temporarily while pursuing further academic or vocational training and/or saving money to invest in more supplies, as this young man explained: “This support is very important. There are times when we have an economic crisis. It is what makes us perhaps not motivate ourselves but rather feel desperate to migrate to be able to help the family, the parents, my siblings. Sometimes we have no other

²⁸ <https://time.com/6166459/guatemala-migration-economy-remittances/>

²⁹ *Grupo Hame* has roughly 25,000 employees and farms in various parts of the country, thus being able to provide employment in the municipality where the young person lives.

qualities than just being able to work for the minimum wage. With these projects, our mentality is changing. We can sell things, we can work and get home, and, in my case, be able to say, 'I'm going to make a cake,' or 'I'm going to make donuts,' or 'I'm going to make bread and be able to sell it.'"

This type of comment was made by a number of young women, men, COCOPRES members, private sector actors, and municipal authorities, as well as CR staff. As a COCOPRES member from Las Magnolias (San Isidro, Malacatán) said: *"Many young people have received training in different areas: confectionery, electricity, mechanics, academic preparation, completion of primary level studies, diversified basic level (9th grade). All the programs that have come to collaborate with young people, through the training or those benefits, have stayed working in our community and have avoided leaving, going elsewhere, to Mexico to the Tapachula farm, or to the United States."*

Additionally, the open-ended responses of some of the youth reflect a desire to stay in Guatemala. Of the 115 youth who responded, 25 wrote responses to one of the three questions about remaining in Guatemala and/or not migrating. For example, one young man wrote, *"With this technical knowledge I hope to work in my country and not migrate."* A young woman wrote, *"CR supported me to have a business and have knowledge and extra income, without the necessity to migrate."*

The technical training and further education served to instill positive behavioral values such as discipline, self-control, goal motivation, personal organization, and commitment. In FGDs, youth expressed that they enjoyed the opportunity to study with other youth and that they feel more motivated than before. One young man wrote that he has *"more of a vision to succeed, more knowledge, the desire to be an entrepreneur, and more motivation.* Two young people described the changes in themselves in the open-ended responses. One said, *"Before, I didn't have so much knowledge about some things and I felt insecure, I didn't know what was going to happen in my future. Now I feel more confident in myself, and I also know what I want for my future."* The other said, *"Before, I had few friends; I only had my family to support me, but then the online nail course came out, I signed up to get ahead."*

Many COCOPRES members who had migrated told youth about their own experiences and hardships from this experience, which seemed effective for youth. A COCOPRES member in Sujchay, a community in Tacaná, explained, *"I had the opportunity to go to the United States for eight years. The truth is that I returned because I began to think that my children had already stopped studying and were entering adolescence. And there are a lot of dangers and risks when migrants travel through Mexico. So, I advise them to try to do what they can in our country."* Youth who had received talks from the COCOPRES usually said that they learned some things that they hadn't known, often mentioning the dangers and difficulties of migrating and that the talks influenced their thinking about migration, such as this young woman: *"I think that it also helped a lot because I also wanted to go with my family (to the U.S.), but the truth is that after listening to everything that one experiences, traveling like that, the legal part, as immigrants, to go there is not easy, especially with children. The talks that the COCOPRES gave us helped us a lot."*

While COCOPRES talks helped to dissuade some youth from migrating, not all youth received these talks and COCOPRES' migration prevention efforts seemed varied. Of youth surveyed, 22 percent opined that the COCOPRES prevention plan had helped reduce migration *"a lot,"* and a third of them thought it had helped *"a little."* A little over half of the youth in FGDs said that they had received talks about migration, which sometimes were the majority in a FGD and in some cases just several of the youth. Of youth surveyed, 57.5 percent indicated having participated in a talk by the COCOPRES and 28 percent in recreational activities. COCOPRES members in about two-thirds of the

communities said that they had given talks to youth about migration. In San Pablo, the COCOPRES organized talks with the PNC and Municipal DMM to support what they considered important for youth and families. *“We organize some talks through the municipality, with the Women’s Office, and Police Prevention even also within the school. And we have received training for about two or three years ... on methodologies for working in the community and structuring work agendas for our assigned place: in this case, the urban area, directly through the municipal network for the protection of children, adolescents, and youth.”* These mentioned COCOPRES are in or close to urban areas with members who have demonstrated leadership and a strong tendency to coordinate with the COCODE, other COCOPRES, the municipality (in some cases), CR, INTECAP, and other alliances and partners that help them to implement their prevention plans.

While most youth appreciated the modest income they might generate from vocational training courses, most were clear that the training would not serve to underpin a living wage. In some cases, COCOPRES members and youth were clear that they wanted to migrate even if they’d received courses, such as the woman (COCOPRES member) in Huica (La Libertad) who had taken several courses (technical training), including nails and hair cutting, and still had a plan to migrate. A CR field staff member also mentioned a case in which six young men who were studying all migrated to the United States at the same time, and another case in which 32 youth from one cohort receiving technical training migrated to the United States. It was mentioned in many FGDs and KIs from all informant groups that the vocational courses were not adequate for finding formal employment or launching a business, such as this young man: *“Several received the motorcycle repair course; there were about three in Las Lagunas village. In other areas, about 15 received scholarships for technical courses. Although more hours of training are necessary because there were very few. Change that for the sake of those who are going to receive the course. More time. The courses are very short. Now they work in mechanical workshops and don’t think about migrating.”* As suggested by survey and FGD data, the courses helped some youth find work for the moment or gave them a base to continue training/studying or saving money, but it was not necessarily enough to keep them from migrating at some point if faced with income instability.

As suggested in this quote, technical courses often gave youth a sense of hope for the moment, but about one-third of youth expressed that if they could not get a good job and/or have success with their small business and/or selling their services, they would migrate (without a visa). As a teacher explained about one of his students in the alternative education program: *“What is lacking here are job opportunities. Because I already told you that a youngster told me, ‘Profe, I thought that being a professional was having everything, and no. I’m a professional and I don’t have a job. Now I’m going to go to the United States instead.”*

In the FGDs, one of the most common phrases about why a young person wanted to migrate, which was especially heard from young women, was “I want to have something for myself,” meaning enough capital to have her or his own house and/or start a successful business.

The extent to which the activities reinforced or strengthened “rootedness and community attachment” is unclear, yet youth assuming leadership roles in CR and/or their community in general and certain technical courses seemed to contribute. Several young people who participated in FGDs had taken on roles within CR, such as being violence prevention promoters. They reflected a sense of purpose and identity with CR’s mission, as seen in their wearing of vests or T-shirts with the CR logo. While they expressed that they would continue this role after CR ended its support, they also noted that this would be more difficult without CR support and back-up to reinforce their credibility. The ET encountered other youth who had become part of the COCOPRES and/or youth

who had assumed leadership positions in their community in other organizations/entities (e.g., citizen security commission, church groups). Increased rootedness was evident in these youth. Additionally, several youths in the FGDs who had received technical training related to their local terrain, such as eco-tourism and coffee production/services, made comments related to rootedness, such as having more appreciation for the nature in their country and municipality and wanting to have a more active role in protecting it and sharing it.

Youth who expressed an optimistic view of their future in Guatemala had a lower tendency to indicate that they had an intention to migrate. Of the youth who indicated that their future in Guatemala was “good,” 22 percent did not indicate an intention to migrate, as opposed to 8 percent of youth who indicated having the intention; of those who labeled the future as “not at all good,” 24 percent indicated having the intention to migrate as opposed to 4 percent who indicated not having the intention. Thus, having an increased sense of hope may also be seen as having a stronger sense of rootedness, as expressed by some youth: *“From my family, there are three of us who came to the course here. The idea is to put it into practice, because simply migrating there, there are some who say it is easy; there are other people who say it is difficult. For me, in my case, it is better to work here or put into practice something that I have learned.”*

Other youth expressed having hope that they can achieve what they want if they try, as was apparent in FGDs and in the open-ended questions, such as the following responses by different youth: *“Before I thought about migrating because here I couldn’t get ahead and achieve my dreams. I didn’t know how to get out of my comfort zone. Now I have learned that I can get ahead and achieve my goal, and I am so happy to have finished my high school degree. I have the opportunity to be in technical training and work in what I like, be my own boss, and with my business to help others.”* Another said, *“Now I have more possibilities to work and generate income. This motivates us to stay in our country and succeed.”*

It should be pointed out, however, that the Guatemalan sense of rootedness, or *arraigo*, already exists more strongly than in other Central American migrants. According to a 2018 survey by the Inter-American Development Bank (IDB), only one-fifth of Guatemalan migrants to the United States intend to move there permanently, compared with half of Salvadorans and one-third of Hondurans. “Most Guatemalans, migration experts say, plan to spend only a few years earning money to pay for their children’s education or help their parents build a house and then return to a new and better life.”³⁰ This desire to return to an origin community was reflected in many comments in the youth survey. The deterrents to migration were less linked to a sense of economic opportunity but rather to familial obligations: having small children in the case of women and fears about the dangers involved and the high cost. Survey data show that 93.5 percent of the youth indicated their family as what keeps them in Guatemala, followed by 52 percent who indicated “my home/land” and 23 percent indicating their work. This type of rootedness was evident in the ET’s survey and FGD data, even in youth and COCOPRE members who expressed an intention to migrate or had migrated: most of whom said their aim is/was to earn money and then return to Guatemala, as expressed by this COCODE member: *“My thought was to go there to work and return. Because I had one thing in mind, one day the United States could get out of control, they would send us here. The truth is, this is our land, where we were born and where we are going to die, it is not there in the United States. We went there to struggle and do something, to have a better life here.”*

³⁰ <https://time.com/6166459/guatemala-migration-economy-remittances/>

While not as strong as economic necessity, violence was also a driver of youth migration.

Survey data show that 19 percent of youth that have the intention of migrating cite insecurity and violence as what drives them to migrate. Youth survey also data show that more youth victims of violence expressed a negative view of the future than non-victims, with 23.3 percent of victims expressing that the future was “not at all good”, as opposed to 15.6 percent of non-victims. Similarly, of youth that reported intending to migrate in the next three years, 39.7 percent had been victims of violence as opposed to 21 percent who had not, and 37 percent non-victims expressed not having the intention to migrate as opposed to 26 percent of victims. For undecided youth, a higher percent (36 percent as opposed to 27 percent) had been victims. Thus, these data reflect that violence may be a factor influencing the intention to migrate. In areas where gang presence and **aggressive gang recruitment was manifest, such as Colimba and Coatepeque**, interviewees did raise the issue of violence as a driver of migration. Both in these municipalities and in others not ridden with gang-violence, women pointed to GBV as an incentive also—such as in a community in Coatepeque in which young women said that it is common for women, even young ones, to migrate due to intra-family violence. In another municipality (Malacatán), a COCOPRES member stated: *“Here the issue of filing claims was not encouraged or was not encouraged until recently, but many people have had to migrate due to extortion or death threats. And people also due to domestic violence, for fear of revenge for filing a claim, women have to migrate.”*

In a study on migration in Huehuetenango conducted by the Catholic Diocese,³¹ which involved more than 400 families across the department, between 3 percent and 7 percent of those with family members who had migrated indicated that violence was their principal motive for moving. In addition, 15 percent of those interviewed said that their family member abroad would be in danger if they returned, with many citing either family violence or fears of authorities or extortion. Thus, the efforts to reduce violence are an important intervention as part of an overall strategy for reducing migration, as CR was initially conceived.

CONCLUSIONS AND RECOMMENDATIONS

EQI To what extent have the overall activities implemented by the project helped to reduce violence, especially intra-family and gender-based violence, in targeted communities?

CONCLUSIONS

1. A lack of community-level data on cases of violence and legal claims filed make attribution to CR difficult.
2. The culture of silence around domestic violence makes it difficult to understand if increases or decreases of GBV cases filed correlates with the actual number of GBV/domestic violence cases.

³¹ However, even in the Huehuetenango study conducted by the Catholic Diocese, which involved more than 400 families throughout the department, between 3 and 7 percent of those with family members who had migrated indicated that violence was their main motive to move.⁹⁷ In addition, 15 percent of those interviewed said that their family member abroad would be in danger if they returned, with many citing family violence or fear of authorities or extortion. (Citation from the document: Migration from Huehuetenango in the Western Highlands of Guatemala, March 2022. Page 19. Migration Policy Institute. https://www.migrationpolicy.org/sites/default/files/publications/mpi-huehuetenango-report-esp_final.pdf).

3. Municipal-level data on complaints filed was unreliable and, when obtained, difficult to track to CR interventions due to CR's relatively small coverage.
4. CR strategies were applied uniformly despite variations in violence types and existing structures to address it across municipalities/communities.
5. CR's violence reduction strategy is a good model in terms of strengthening existing government efforts and institutions, which was especially successful in municipalities reflecting commitment and leadership, yet electoral changes and administrative rotation undermine institutionalization.

RECOMMENDATIONS

Future interventions/activities aimed at reducing violence should consider the following:

1. To understand the impact of CR interventions, establish a system for the COCOPRES to track cases of violence, the type, and the number of legal complaints filed and withdrawn. This can be done by through manually recording the information rather than digitally.
2. Use community-level data captured by the COCOPRES on violence cases and legal claims filed to better understand the relationship between the two, and share results with the broader development community.
3. From the start, establish a rigorous MEL system to track complaints filed in target and some non-target municipalities to determine if and how USAID-supported efforts may impact violence reduction and/or legal complaints filed.
4. In an activity's design stage, develop a typology of the kinds of violence prevalent in each municipality, and existing structures to address them, to tailor strategies to each geographical area. Obtain baseline data on prevalence and types of violence at the community level.
5. Build on government policies and efforts to reduce violence at municipal and national levels, strengthening institutional and human capacities such as using the diploma developed by CR to train municipal authorities, PNC, and UPCV in violence reduction.

EQIA To what extent have innovative processes, such as involvement of community-based violence prevention committees, helped reduce violence in targeted communities?

CONCLUSIONS

1. COCOPRES' effectiveness varied widely across communities and was contingent on factors such as leadership, coordination efforts, and knowledge and skills, resulting in varying degrees of impact.
2. Fear of reprisal, the economic dependence of women on their partners, challenges of access to justice, and notions regarding the privacy of the family realm have created a powerful "culture of silence" around domestic violence, which is a key barrier to violence reduction that CR began to tackle, although much remains to be done.
3. Filing a legal complaint for women has been shown to be more effective when women are accompanied by a municipal authority and/or community leader.

4. CR's support strengthened key interinstitutional relationships and community outreach processes among COMUPRES, COCOPRES, municipal authorities, and the UPC/PNC. A visible result is the increased trust with law enforcement due to UPCV outreach in schools and communities.
5. Alcoholism, while not a single cause of domestic abuse, is a powerful trigger and a problem raised almost universally among informants.
6. While progress was made in violence reduction through the COCOPRES strategies, there was a need to deepen outreach and expand the number of talks and presentations on all the issues covered in the project (women's rights, violence reduction, migration, how to file complaints) and reinforce efforts with written materials.
7. Psychological attention was recognized as a need by youth; however, a majority felt that access was limited.
8. The ET was not able to identify any safe shelters/refuges available for women who were victims of GBV, yet the need for this was expressed across regions and informant groups.
9. Women's significant economic dependence on men puts in evidence their need to have economic alternatives that permit them to make empowered decisions to leave an abuser, make legal complaints, and reconstruct a secure life.
10. Many women informants from all categories affirmed the importance of working directly with men, starting young, on "new masculinity" awareness in order to effectively reduce violence against women and children.
11. The existing distrust in the police regarding reporting violence, especially GBV, reflected past experiences of indifferent attitudes, insensitivity, and corrupt practices. Regular PNC rotation makes trust-building more challenging.

RECOMMENDATIONS

Future interventions/activities aimed at reducing violence should consider the following:

1. Ensure that the COCOPRES receive more frequent and robust training early on, with written materials in Spanish and local languages and a replication plan, to better equip them for more vigorous outreach and interaction with youth.
2. Prior to or in the inception phase, carry out a qualitative study in target municipalities to identify the most effective strategies to break down the culture of silence around violence and build upon these efforts to address the issue.
3. Establish viable mechanisms at the community level for women to file a legal complaint with municipal/community leader accompaniment appropriate to the linguistic/ethnic and geographical location.
4. Support the establishment of the COMUPRES at the municipal level, to create new COCOPRES in other communities, allowing the authorities to institutionalize the national Community Policing policy. Such efforts should focus on strengthening linkages between the COMUPRES with the PNC and UPCV of their Department to further promote the COCOPRES' work.
5. Widespread alcoholism should be understood as a public health issue and viable treatment models need to be included in comprehensive anti-violence strategies, working with health workers, municipal authorities, and police on strategies and regulation.

6. COCOPRES' outreach to reduce violence should be systematic, with a replication plan, and accompanied by a range of written and digital materials on the legal framework for prevention and filing complaints, which already exist from other USAID projects/activities.
7. *Provide sustained support to the 18 comprehensive health clinics established, building on other projects with similar goals and on CR's original plan to strengthen them with the addition of legal, social, and didactic services. Expand mental health services at the local, community, and national levels.*
8. Explore the possibilities of establishing municipal safe shelters/refuges for survivors of GBV, with a survivor-centered approach, creating a safe space for healing, recovery, and reintegration programs to support economic independence of victims.
9. Prioritize the economic empowerment of women, which has been shown to help women break free of violent relationships. Explore municipal models specifically tailored to women, such as establishing comprehensive multi-purpose support centers and development places where women would receive rights education, skills development, psychosocial therapy services, and microenterprise training.
10. Train male youth and community leaders in "new masculinity" aimed at improving gender equity and reducing violence. Also, do community-level training including religious and other leaders and youth, on gender equity, GBV, and legal frameworks, accompanied by printed and digital materials.
11. Strengthen police training at the community level aimed at instilling awareness, sensitivity, and behaviors to attend to women victims of violence to avoid re-traumatization, disrespect, or minimization of the acts of violence. Formalize contextual orientations by the community to new PNC regarding community issues.

EQIB To what extent have innovative approaches, such as extra-curricular education, certification of competencies, and vocational training activities, helped reduce violence in targeted communities?

CONCLUSIONS

1. While the link between violence reduction and alternative education and training the training courses was not a direct one, the courses imparted a range of values, such as mutual respect, discipline, self-control, and goal motivation that contribute to reducing violence in at-risk youth.
2. Municipal authorities perceived the technical training and alternative education as highly important for violence reduction, with the latter seen as the most effective.
3. While the alternative education provided an important venue for youth to also receive talks on GBV and gender equity, those receiving only the technical training courses did not receive such awareness sessions, constituting a missed opportunity.
4. There was strong belief among informants that the principal value of alternative education and technical training in reducing violence was keeping youth occupied in positive activities and off the streets, yet they also believed that this goal was not sustainable beyond the duration of the classes.
5. Technical training and alternative education were perceived to be the most effective at reducing violence in target municipalities with the highest levels of gang violence.
6. The School for Parents, promoted by IP FUNCAFE, was seen by informants as an important strategy and platform to share positive values and promote alternative approaches to parenting styles that reproduce conflictive and abusive patterns.

RECOMMENDATIONS

Future interventions/activities aimed at reducing violence should consider the following:

7. Incorporate positive youth development values in training curricula and find ways to amplify youth voice and engagement in the community, seeking to articulate youth with broader community networks to foster a sense of agency and belonging.
8. Promote a continuation of alternative education and technical education courses to broaden access to these programs as well as extending their time period and the depth of the content offered.
9. Ensure that all courses offered to youth, whether alternative education or technical training, use their platform to provide talks and presentations on violence reduction and migration risks.
10. With municipal support, develop a range of ongoing community-supported activities to meaningfully engage youth in positive use of free time, whether with educational, recreational, or cultural activities.
11. Combine enhanced technical training and alternative education efforts with existing regional strategies designed to prevent gang recruitment and offer options for possible gang desertion.
12. Expand and replicate the School for Parents in all municipalities, incorporating it in school curricula and encouraging COCOPRES to promote its inclusion.

EQ2 To what extent did the overall activities implemented by the project support the reintegration of returnees to their communities?

CONCLUSIONS

1. Characteristics of the returnee population, such as trauma, shame, and indebtedness, has made this population seek a low profile, making it difficult to identify in order to provide support.
2. While the CR Activity attended returnees through psychosocial assistance and the certification of competencies, a large part of the population attended were unaccompanied minors, the sector covered by CR's IP, limiting the provision of CR services to mostly this age group.
3. Certification of competencies is a key step for returning migrants to aid in their reintegration into the labor market, but CR's efforts in this area were limited due to challenges in identifying this population.
4. The validated care model for returned migrants developed for CR is a useful contribution to an urgent national policy discussion that provides comprehensive interinstitutional inputs with articulated strategies for initial humanitarian support, registration, psychosocial support, labor market insertion and productive integration, financial advice, and follow-up.

RECOMMENDATIONS

Future interventions/activities aimed at reintegrating returnees should consider the following:

1. Promote an initiative with the broader development community and donors to support efforts of the GOG and UN agencies to secure more effective returnee identification and to determine needs, vulnerabilities, and capacities in order to design robust and comprehensive policies and programs that ensure returnee participation and increasing ownership of their reintegration.

2. Maximize coordination and articulation among all organizations and government efforts working with returnees, building networks to ensure that all age groups have access to a range of services, such that each phase of the return and integration process and all age groups are covered.
3. Explore successful existing comprehensive models in other countries for the certification of competencies, a key step in reintegration, which articulates training organizations, local government, and industry.
4. Build on the validated care models for returned migrants, such as the one developed for CR by *Ideas para Guatemala/Asociación Grupo Enlace*.

EQ3 To what extent did the overall activities implemented by the project reduce irregular migration?

CONCLUSIONS

1. CR's multipronged strategy for reducing irregular migration was effective in helping many youth develop skills, education, and increased optimism, yet restricted economic opportunities still drive many youth toward migrating as the only way to generate adequate resources.
2. The small youth enterprises that were the most stable and successful for generating consistent and meaningful income were those that had received resources (in-kind) from CR, yet these were a relatively small number.
3. Technical courses helped many of the youth generate modest income, but they were too short for youth to develop enough expertise to be competitive in the labor market and were often not matched with local demands.
4. CR did not seem to have criteria for defining "self-employed" or "internships," making the prospects of these young people unclear in terms of opportunities and economic stability.
5. Providing alternative basic education helped many young people complete their high school or junior high degrees, which was especially valuable to the numerous women who had abandoned their studies; it helped generate confidence about better, future employment and study opportunities.
6. Participation in the project fomented important values and attitudes in youth, like increased self-esteem, greater optimism about the future, and in some cases motivation to put into practice learned technical skills to generate income.
7. COCOPRES outreach to youth to prevent irregular migration was effective for dissuading some youth, especially when members used personal testimonies, yet not all COCOPRES actively pursued such outreach.
8. Though not the main one, violence is a driver of migration and different municipalities, and communities have different types of violence that contribute to migration.
9. The extent that rootedness increased overall wasn't clear, but what seemed to contribute was youth becoming prevention volunteers, assuming community leadership positions (including COCOPRES members), and receiving technical training that exploits local, natural resources (e.g., coffee, eco-tourism).
10. CR had alliances with several successful models for generating employment and self-employment through local development initiatives while also increasing rootedness, as well as some private sector initiatives to foster employment, yet these were quite limited in number.
11. Several informants mentioned that a viable way to dissuade migration would be to incentivize the use of remittances for investment in local development and productive activities.

RECOMMENDATIONS

Future interventions/activities aimed at reducing irregular migration should consider the following:

1. Implement similar strategies yet include a stronger and specialized focus on economic empowerment through a specialized sub-contractor or a separate project with this sole focus for the same target youth. Maintain a database of youth that need continuity in training toward economic empowerment to share with similar future interventions.
2. Include a component with substantial resources for a more rigorous and broad strategy for providing youth with seed capital and support for launching their enterprises, with systematic accompaniment—especially in the first year.
3. Base technical training areas and length on a comprehensive analysis of local market demand, both by employers and business needs, and carefully tailor training to prepare youth to meet this demand.
4. Have clear criteria for categorizing young people's employment/income situations to understand the true impact of the interventions on their economic empowerment and migration propensity.
5. Include alternative basic alternative education and, from the start, work with municipalities and COCOPRES to sustain it beyond the life of the project/activity. Consider childcare and transportation when offering these courses.
6. Include systematic training for youth, integrated into alternative education, with modules and written materials, which helps them understand their strengths and resources and guides them to make a life plan.
7. Provide systematic and differentiated training to specialize different COCOPRES members in different prevention areas (e.g., GBV, irregular migration), drawing on their own strengths and experiences in order to strengthen violence reduction outreach.
8. Prior to initiating implementation, analyze the types of violence that drive migration in the different target areas and tailor the prevention strategies accordingly.
9. Strengthen rootedness by: a) including a strong and explicit component to recruit volunteers widely and generate youth involvement in community and municipal organizations/governments, and b) offering technical courses that increase agricultural productivity and make use of local, natural resources.
10. Request that bidding IPs include in their proposals identified partners that offer a strong potential for generating employment through local development as well as private sector alliances that have proven successful in CR and/or other USAID projects/activities.
11. Support local development initiatives that channel remittances into productive projects/enterprises, developing alliances with successful migrants and migrant organizations that aim to invest in their country/communities. Inform such efforts with the extensive related policy studies and experiences.

ANNEXES

ANNEX I: EVALUATION STATEMENT OF WORK

PURPOSE OF THE EVALUATION

The purpose of this evaluation is to explore the effectiveness of the Community Roots Activity in reducing violence in targeted communities. The Mission intends to capture emerging results to inform decisions about future programming to reduce violence (within the implementation of the newly approved strategy/CDCS). The evaluation will cover the period from December 15, 2016 to the present.

In addition, the evaluation will contribute to a larger body of evidence aimed at closing knowledge gaps in cross-cutting learning themes, such as migration, psychosocial and economic well-being, gender, and indigenous people empowerment. The results will inform key Mission staff about longer-term outcomes of the investment made by the United States Government (USG) during the last four years through this activity. Primary users from the USAID/Guatemala Mission include: the Mission Management Team group, COs, AOR/CORs, budget and financial analysts, and the Mission Monitoring, Evaluation, Collaborating, Learning and Adapting (MECLA) Team, CARSI coordinator in Washington, the LAC Bureau, DRG Center, and other Missions in LAC. The results will also be shared with the appropriate operational units in USAID Washington as well as with local and national partners and other stakeholders, including other USG agencies, like the Bureau of International Narcotics and Law (INL) Enforcement Affairs and the U.S. Customs and Border Patrol (CBP), among others as identified.

This scope of work envisions a two-step evaluation process. In the first base period, the evaluation team will conduct scoping activities to explore different evaluative approaches. In the option period, the team will carry out the evaluation. Depending on the findings of the first period, the evaluation goals and questions laid out here may be revised through a collaborative process between the evaluation team and USAID during an option period. At this initial stage the Offeror should submit a concept note and budget for just the design stage.

SUMMARY INFORMATION

Activity Name	Community Roots
USAID Office	USAID/ Guatemala, Democracy and Governance Office
Implementer(s)	World Vision Guatemala
Cooperative Agreement/Contract #	AID-520-A-17-00001
Total Estimated Ceiling of the Evaluated Project/Activity (TEC)	TEC of \$40,000,000 Total obligated as Sep. 15, 2021: \$21,600,000.00
Life of Strategy/Project/Activity	December 15, 2016 - December 14, 2023.
Active Geographic Regions	Guatemala Departments of San Marcos, Quetzaltenango, Huehuetenango, and Chiquimula.
Development Objective(s) (DOs)	DO 3: Partner with the GOG and other stakeholders to improve justice and security to deter illegal immigration, R 3.1: Strengthened Government Ability to Address Crime and Violence Development
Required evaluation?	[Does the evaluation meet requirements under ADS 201.3.5.13 ? Yes/No] Yes
External or internal evaluation?	External

BACKGROUND

DESCRIPTION OF THE PROBLEM AND CONTEXT

The activity was designed with the end goal of addressing the key underlying causes of migration of under-aged Guatemalans through holistic approaches to combating violence, and to contribute to the Government of Guatemala (GoG) and USG's objectives of promoting sustainable development and decreasing violence in targeted areas. The activity was designed in response to the high number of Unaccompanied Alien Children (UAC) arriving at the United States borders; the number of apprehended children grew from 1,565 in FY2011 to 17,113 in FY2016. In addition, the activity is a response to the reported high levels of criminal violence in Guatemala, which has been reported to be one of the primary factors driving migration of UAC from Guatemala.

The activity has the purpose to support not only the GoG efforts but also collaborate with the private sector and community actors to provide capacity building, training and employment opportunities. In 2019, a funding review by the Department of State impacted programming and reduced the number of activities, leaving only the most essential activities and reducing staff.

Then, in the fourth year of implementation, the COVID-19 pandemic impacted programming. In-person activities were switched to online platforms; however, access to the internet and data was a great challenge for beneficiaries in rural areas. The activity used this challenge to increase the number of partnerships with the private sector to provide data to at-risk youth to continue online classes, among other actions to provide continuity to programming. However, site visits, in-person interviews, and other monitoring and evaluation activities have been stalled, and the majority of these activities are being held online.

DESCRIPTION OF THE INTERVENTION TO BE EVALUATED AND THEORY OF CHANGE

The activity has four main objectives:

1. Support community-based violence prevention commissions to promote integrated violence and migration prevention initiatives in targeted areas;
2. Strengthen and mobilize municipal and national stakeholders and resources to develop and implement municipal-level integrated violence and migration prevention plans through a multi-stakeholder, interinstitutional process;
3. Promote the involvement of the private sector (local, national and/or international); and
4. Support secondary violence prevention projects in close coordination with municipal and local authorities.

The activity is being implemented in the Departments of San Marcos, Huehuetenango, Quetzaltenango and Chiquimula, covering 80 communities and 20 municipalities. The primary target population is at-risk youth between the ages of 8-24 as well as adults considered from vulnerable populations, such as women and indigenous peoples. The activity has a community-based approach, working closely with community leaders and involving proactively youth at the local level. At the same time, the activity promotes primary and secondary prevention interventions that seek to prevent violence, crime, and migration. Among the primary prevention actions, the activity provides capacity building and training, job and internship placement, extra-curricular education, and professional development, among others.

The Community Roots Activity theory of change states that:

IF communities are empowered through technical assistance and tools, and small grants;

IF a diverse range of leaders (municipal authorities, citizens and the private sector) becomes engaged and confident in their collective capacities; and

IF meaningful and cost effective institutions (prevention commissions, etc.) can be established and strengthened to sustain collaboration among these leaders, as well as with key outside allies;

THEN communities will be able to deliver the nurturing, recreational, educational, and employment opportunities that youth crave; attend to the children, adolescents and families at highest risk of becoming victims of perpetrators of violence; respond to those recently affected by violence; change community norms and perceptions; and ultimately succeed in reducing both violence and migration.

Activities:

- Establish/strengthen community-level violence and migration prevention commissions.
- Develop operating procedures for developing and implementing a violence and migration prevention plan.
- Establish clear guidelines for co-funding high/impact initiatives identified in the violence and migration prevention plans developed by the municipal prevention commissions, establishing necessary procedures to ensure proper co-financing.
- Establish clear operating procedures to facilitate municipal and other government agencies' participation in municipal and community-level prevention commissions and initiatives.
- Establish institutional arrangements with relevant law enforcement and government organizations to promote community-based policing.
- Establish clear guidelines for co-funding high-impact initiatives identified in the violence and migration prevention plans developed by the municipal prevention commissions.
- Establish communication strategy to promote private sector investment in target municipalities and communities.
- Ensure private sector participation in community and municipal level violence and migration prevention commissions.
- Map risks and resources.
- Identify potential secondary prevention service providers.
- Build capacity for integrated secondary prevention services.
- Support delivery of secondary prevention services to identify youth.
- Develop and test a tool for identifying youth for secondary prevention services.
- Develop a concrete range of projects related to secondary prevention in the targeted community for short and medium-long term, respective costs, resources available and resources to be mobilized by stakeholders.

Desired short-term and long-term outcomes:

- Reduction of violence and migration in targeted areas.
- Increase private sector engagement in violence and prevention activities and increase leverage to support co-creation and sustainability of activities.

Summary of any substantive modifications in the evaluated project or activity theory of change or implementation plan, and when changes were effective:

In 2019, the U.S. Department of State froze all funding for the countries of Guatemala, El Salvador and Honduras. This impacted the implementation of activities at the local, national and regional levels. The Community Roots Activity has only received a portion of the funds that were first described in the cooperative agreement. The reduction in funds impacted programming, as many activities were canceled, and staff were reduced to continue operations at a minimum level. In response, the activity presented a contingency plan which included preparations to closeout in December 2020. However, the funding review concluded, and the activity has received a total of \$18.4 Million, which despite being lower than the anticipated ceiling will support the continued implementation of activities in its fifth year (2021).

In addition to the funding issue, due to the COVID-19 pandemic, the activity had to switch activities and adapt to online performance, while preserving the human capital of the initiatives and retaining beneficiaries. The economy was hard hit, like in the majority of countries worldwide and in the region, which has exacerbated the rate of intra-family and GBV violence cases as well as common crime and violence since lockdown measures have eased.

Which aspects of the project/activity are intended to be sustained beyond the end of this project/activity, by whom, and with what resources:

The primary prevention activities with communities, including training and capacity building, is expected to continue with the support of local authorities, municipalities, and the civil national police.

The methodology to assess risks and assets among the communities to produce the violence and migration plans, manuals and studies are expected to be used by community leaders, the private sector, national and local authorities.

The secondary prevention services, such as the DAP+³² tool and annual reports are expected to serve as a base to continue these efforts by the GoG, with current and future USAID funded projects/activities.

PROJECT OR ACTIVITY MONITORING, EVALUATION, AND LEARNING (MEL) PLAN

MEL Plan and Results and Performance Indicators:

https://docs.google.com/spreadsheets/d/14RCjHqmV-9AdoNCdvF8DSfCyDhm5--_POOyc8wpcvJ4/edit?usp=sharing

<https://docs.google.com/document/d/1KsUM2DMK2CPF6fS5rfkGfItRpuW6JKUhNYIDDof9U/edit?usp=sharing>

³² Development Assets Profile (DAP) is a survey to establish a diagnosis of the well-being of a person or a group of people (PC). Created by the Search Institute and implemented by the Community Roots Project. Two premises are used to measure the well-being of beneficiaries and their tendencies to commit crime or migrate. "Adolescents and young people who enjoy a greater number of resources or assets, present a healthier and more positive development"; and, "When some assets are not present, this positive development will be less likely, and emotional and behavioral disorders will be more frequent."

Baseline Report:

https://drive.google.com/file/d/1F83-cwhrL2k_UaZxvZ_HRaIQAYEP47gR/view?usp=sharing

Baseline Report Annexes:

<https://drive.google.com/file/d/1UXemEVj1u4ir7GCnBbGs9asISHIve50K/view?usp=sharing>

EVALUATION QUESTIONS

In line with the stated purpose of this evaluation as a performance evaluation (Section I), the following evaluation questions have been designed to help USAID and partners better understand the improvement in the reduction of violence and irregular out migration to the US. These evaluation questions have been designed to inform best practices for current and future programming similar in scope. The evaluators will review and confirm a shared understanding of the evaluation questions in collaboration with USAID prior to finalizing the evaluation design.

1. To what extent the process involving the community-based violence prevention committees was successful in reducing violence in targeted communities?
2. To what extent did different approaches, including extra-curricular education, certification of competencies, and vocational training activities contribute to reducing violence in targeted communities
 - a. And how did these activities support or fail to support the reintegration of returnees to their communities?
3. To what extent has the overall activities implemented by the project helped to reduce intrafamily and gender-based violence in targeted communities

EVALUATION DESIGN AND METHODOLOGY

This evaluation will take place in two stages. In the first phase (base period), the evaluation team will carry out a document review and conduct a scoping trip and scoping interviews to determine an evaluation approach. Scoping activities are expected to involve a review of existing data sources. In particular, the evaluation team should explore options to use locally disaggregated crime data and/or to replicate a baseline survey that was conducted by World Vision. (See link below to the Community Roots Baseline Report.) Both of these potential data sources have limitations. In the case of the baseline survey, it was intended to be a diagnostic tool and the intervention was not necessarily carried out in all the locations surveyed in the baseline. Scoping activities should also entail site visits and interviews with USAID staff, implementing partner staff, activity beneficiaries, host government counterparts, and sector experts. (One to two weeks of in-Guatemala fieldwork is envisioned).

If these data sources are not found to be effective tools to answer the evaluation questions, then other options should be pursued. If the team is unable to develop a research design that can confidently answer the above evaluation questions, then the team and USAID should engage in a collaborative process to revise the evaluation questions and arrive at an evaluation approach that will provide useful information to inform future USAID programming.

The desk review should include at a minimum:

- Community Roots materials, such as: Annual and Quarterly Reports, Annual Work Plans, sector assessments (USAID or other), trip and monitoring reports, performance reports, gender analyses and other planning assessments, and relevant sections of the Project Appraisal Document.
- [Monitoring, Evaluation and Learning \(MEL\) Plan](#) and associated datasets and reports
- [Performance Indicators](#)
- Baseline Report: [Community Roots Baseline Report - English version.pdf](#)
- Baseline Report Annexes: [Raíces comunitarias LB \(Anexo del informe\).pdf](#)
- Strategic Communication Plan
- Quarterly Performance Reports
- Annual Performance Reports
- Annual Procurement Plans
- Weekly Highlights / Success Stories
- Final Reporting
- Miscellaneous thematic reports from USAID and/or external sources

USAID anticipates that the final evaluation design will include the appropriate mix of qualitative and quantitative data collection methods. The learning partner is expected to describe which methods can best achieve which evaluation questions, and why, providing analysis plans and disaggregation methods in the evaluation design document(s). The methodology proposed should have a suitable representation and analysis of the geographic areas targeted (including departments, communities and municipalities), population groups targeted (at-risk youth and adults), and partners engaged (e.g. private sector and community-based organizations). The data collection, analysis and reporting should provide data disaggregation by these (and other) markers where useful and necessary (such as by age, gender, location, ethnicity). Also, at a minimum, the methodology will include triangulation of primary data with secondary data sources, monitoring data, context indicator data, and other reports.

DELIVERABLES AND REPORTING REQUIREMENTS

This tasking will occur in two phases: an initial base tasking focused on the evaluation design and an option period for evaluation implementation

Base tasking: Evaluation design

I. Concept Note and Budget

Within three weeks of the tasking, the learning partners should submit a Concept Note and Budget for the design period. The Concept Note should include proposed evaluation team members, justification for selected team members, any issues for discussion with USAID in developing a detailed work plan, a timeline, and a budget narrative. If it would be helpful in developing the Concept Note and Budget, USAID would be happy to conduct a preliminary call.

Kickoff meeting and regular check-ins: A kickoff will be held with the evaluation team and the USAID stakeholders. This will be an opportunity for the evaluation team to raise clarifying questions prior to the start of the work. Regular check-ins should be established. This should include weekly bulleted

updates and less frequent meetings to report on status and learning to date. Check-ins should continue through the base and option period.

2. Scoping Work Plan:

Within three weeks of an initial kick-off call, the learning partner shall complete and present a draft work plan for the design period. The workplan should benefit from the desk review and preliminary interviews with USAID and implementing partner staff (conducted remotely). The work plan will include:

1. A discussion of potential evaluation options identified by the desk review and preliminary interviews
2. Proposed questions to explore during scoping interviews
3. Proposed scoping trip activities and a draft schedule
4. An overall draft schedule
5. Draft scoping instruments

3. Scoping outbrief:

At the conclusion of scoping activities, the evaluation team should present evaluation design options and cost consideration and arrive at a general consensus on a future design and the final evaluation questions.

4. Evaluation Design:

Within three weeks of the conclusion of scoping activities, the evaluation team must submit an evaluation design. The design will become an annex to the evaluation report.

The evaluation design will include:

1. Detailed evaluation methodology that covers outcomes, outcome measurement, data sources, sampling, and analysis plan.
2. Detailed evaluation design matrix that links the Evaluation Questions from the SOW (in their finalized form) to data sources, methods, and the data analysis plan.
3. Draft questionnaires and other data collection instruments or their main features.
4. List of potential interviewees and sites to be visited and proposed selection criteria and/or sampling plan (must include sampling methodology and methods, including a justification of sample size and any applicable calculations).
5. Human subjects protection measures.
6. Limitations to the evaluation design.
7. Dissemination plan (designed in collaboration with USAID Guatemala CLA Advisor).
8. Evaluation teaming
9. Budget.
10. Annexes as appropriate

The data analysis plan should clearly describe the evaluation team's approach for analyzing quantitative and qualitative data (as applicable), including proposed sample sizes, specific data analysis tools, and any software proposed to be used, with an explanation of how/why these selections will be useful in answering the evaluation questions for this task. Qualitative data should be coded as part of the analysis approach, and the coding used should be included in the appendix of the final report. Gender,

geographic, and role (beneficiary, implementer, government official, NGO, etc.) disaggregation must be included in the data analysis where applicable.

All dissemination plans should be developed with USAID and include information on audiences, activities, and deliverables, including any data visualizations, multimedia products, or events to help communicate evaluation.

If applicable based on the [Disclosure of Conflict of Interests Forms](#) submitted with the awardee's proposal, the evaluation design will include a conflict of interest mitigation plan.

USAID offices and relevant stakeholders are asked to take up to ten working days to review and consolidate comments through the COR. Once the evaluation team receives the consolidated comments on the initial evaluation design and work plan, they are expected to return with a revised evaluation design and work plan within ten working days.

Option I: Evaluation implementation

Upon USAID approval of the evaluation design and a decision to exercise this option, the evaluation team will implement the evaluation consistent with the design and realize the following deliverables.

1. **Finalization of instruments and protocols:** While the evaluation design contains draft instruments and protocols, final instruments and data collection protocols should be submitted prior to data collection.
2. **In-Brief and Exit Briefing:** The evaluation team is expected to hold an in brief at the start of fieldwork and a final exit briefing. The latter will include preliminary findings and a discussion of implications.
3. **Draft Evaluation Report:** The evaluation report must meet the requirements described in [ADS 201mah, USAID Evaluation Report Requirements](#). Among other requirements, any methodological limitations should be clearly noted, findings and conclusions should be well supported, and recommendations should be derived from the findings and conclusions. The report should favor brevity; key points should be well highlighted; and content should be easy to understand. Annexes may be used for detailed, technical, or less essential content. The annex should also contain the SOW and any potential conflicts of interest declarations. A list of individuals to receive and review the draft should be developed with USAID ahead of submission and shared directly. The executive summary should be translated into Spanish and K'iche'.
4. **Preliminary presentation for Recommendations Development:** The evaluation team is expected to hold a preliminary presentation by teleconference to discuss the summary of findings and conclusions with USAID, their implications, and potential recommendations and content for a future post-evaluation action plan. Any presentations or workshops will be scheduled as agreed upon during the outbriefing.
5. **Submission of Final Evaluation Report and related materials to the Development Experience Clearinghouse:** A final report should address reviewers comments and include both a clean copy and track changes copy with response to comments. Alternatively, a comment matrix may be submitted. Only one round of revisions is envisioned but a third submission may be required if there are major concerns with the initial draft or to accommodate small edits. Per USAID policy ([ADS 201.3.5.18](#)) the contractor must submit a 508 compliant evaluation final report and its summary or summaries to the [Development Experience Clearinghouse](#) (DEC) upon final approval by USAID.

6. **Final Presentation:** The evaluation team is expected to hold a final presentation to discuss the summary of findings and conclusions (and recommendations, if applicable) with USAID, the interagency and other local stakeholders. This presentation will be scheduled as agreed upon during the in-briefing. The final presentation must be recorded for future reference.
7. **Two-pagers:** The evaluation team should produce 1-2 short, easily digestible documents to explain key findings. The audience for the report should be USAID staff interested in rapid response. The content and audience for this brief will be determined in conjunction with USAID. These should also be translated into Spanish.
8. **Utilization workshop and action plan template:** The learning partner should facilitate a discussion with the stakeholder group on utilization of the findings and develop a draft post-evaluation action plan (using the USAID guidance and template) to aid in planning (see also ADS 201.3.6.10.a). It is the responsibility of the Mission to finalize and implement this plan.
9. **Utilization follow-up:** The learning partner should follow-up with Mission to obtain the final post-evaluation action plan. If this action plan contains sensitive but unclassified information, the DRG Center will obtain a copy of the final post-evaluation action plan. Unless a different timeline is agreed two, three months and six months from the finalization of the plan, the learning partner will follow-up to track progress in action plan implementation.
10. **Submission of Dataset(s) to the Development Data Library:** Per USAID's Open Data policy (see [ADS 579, USAID Development Data](#)) the contractor must also submit to the COR and the Development Data Library (DDL) any quantitative datasets at www.usaid.gov/data, in a machine-readable, non-proprietary format, a copy of any dataset created or obtained in performance of this award, if applicable. The dataset should be organized and documented for use by those not fully familiar with the intervention or evaluation. Libraries and variable names must be written in English. Please review [ADS 579.3.2.2 Types of Data To Be Submitted to the DDL](#) to determine applicability.

EVALUATION TEAM COMPOSITION

It is of critical importance that the right research team be selected. USAID is committed to a diverse, equitable, inclusive, and accessible workplace where everyone has an opportunity to thrive. Selection of the research team should be done in close collaboration with USAID, and according to the following minimum standards described below. In addition, in alignment with USAID's Localization efforts to advance USAID's development work with and through local actors, the extent to which the team has knowledge, experience, and expertise relevant to the evaluation target population(s), and where possible, evaluation design, data-collection, analysis, and synthesis implemented or supported by local organizations/firms, will be looked upon favorably.

The contractor must provide information about evaluation team members, including their curricula vitae, and explain how they meet the requirements in the evaluation SOW. Submissions of writing samples or links to past evaluation reports and related deliverables composed by proposed team members are highly desirable. Per [ADS 201.3.5.14](#), all team members must provide to USAID a signed statement attesting to a lack of conflict of interest or describing an existing conflict of interest relative to the project or activity being evaluated (i.e., a conflict of interest form).

For the base period, the evaluation team should consist of a Team Lead with a clear role as manager, coordinator, and communicator with USAID, as well as a Researcher/Evaluator. The team may make use of short-term, task-related consultants as needed and appropriate, given the finalized scope of work and budget constraints. The learning partner may propose additional personnel for the option period at the time of the evaluation design.

The evaluation team must have an appropriate mix of technical skills to successfully conduct the proposed study. Recognized experts with appropriate credentials including indigenous language capability relevant to evaluation target communities, as well as have some combination of the following skill sets: (i) deep familiarity with the local context, ideally the Western Highlands region of Guatemala (ii) strong knowledge of qualitative research methodologies in the social sciences, (iii) experience evaluating or analyzing data from Guatemalan programs, (iv) strong knowledge of citizen security, irregular migration and community-based activities (v) familiarity with USAID's evaluation policies and guidance included in the USAID Automated Directive System (ADS) in Chapter 200.

The Research/Evaluation Team Lead should have:

- Full English and Spanish language fluency
- 15 years of experience in citizen security, irregular migration, gender and inclusion, and community-based activities in similar regions.
- Expertise in both quantitative and qualitative research methods
- Demonstrated success in program evaluation and report preparation
- Outstanding research skills and ability to synthesize large amounts of disparate information into clear, succinct, and readable prose

Given the high likelihood of remote work due to COVID-19 and the need to have at least one product that communicates findings to Guatemalan partners, the research/evaluation team should have a plan in place to work with local firms, researchers, or evaluators who have the expertise, operational capacity, and relationships to work safely and effectively in Guatemala.

The Research/Evaluator should have:

- Full English and Spanish fluency
- 5-7 years of experience in youth, workforce development, or education in similar regions. Superior understanding of and prior experience with education, youth workforce development, and community-based activities and programs in Guatemala or the Central America region
- An international background in qualitative/quantitative research methods
- A preferred degree in International Development, International Affairs, Research Methods, Psychology, Sociology, etc.

The team as a whole should have:

1. Experience in evaluation design, methods, management, and implementation;
2. Technical subject matter expertise;
3. Background in USAID's cross-cutting program priorities, such as gender equality and women's empowerment, youth, etc.;
4. Guatemala and/or Central America experience; and
5. Spanish skills required, Mayan languages desirable.
6. A local evaluator is required

Proposed key personnel are expected to be the people who execute the work of this contract. Any substitutes to the proposed key personnel must be vetted and approved by the COR before they begin work. USAID may request an interview with any of the proposed evaluation team members via conference call, Skype, or other means.

USAID participation: It is expected that a MEL staff member from USAID/Guatemala will participate on the team as part of scoping activities.

EVALUATION SCHEDULE

The estimated period of performance for the base and optional periods is March 2022 to Septiembre 2022. The final products should be completed no later than November 2022.

FINAL REPORT FORMAT

1. Abstract
2. Executive Summary
3. Evaluation Purpose
4. Background on the Context and the Strategies/Projects/Activities being Evaluated
5. Evaluation Questions
6. Methodology
7. Limitations to the Evaluation
8. Findings, Conclusions, and (If Applicable) Recommendations
9. Annexes

See the [Evaluation Toolkit](#) for the [How-To Note on Preparing Evaluation Reports](#) and [ADS 201 mah, USAID Evaluation Report Requirements](#). An optional [Evaluation Report Template](#) is also available in the Evaluation Toolkit.

The evaluation **abstract of no more than 250 words** should describe what was evaluated, evaluation questions, methods, and key findings or conclusions. The **executive summary should be 2–5 pages** and summarize the purpose, background of the project being evaluated, main evaluation questions, methods, findings, and conclusions (plus recommendations and lessons learned, if applicable). The evaluation methodology shall be explained in the report in detail. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methods (e.g., in sampling; data availability; measurement; analysis; any potential bias such as sampling/selection, measurement, interviewer, response, etc.) and their implications for conclusions drawn from the evaluation findings.

Annexes to the report must include:

- Evaluation SOW (updated, not the original, if there were any modifications);
- Evaluation methods;
- All data collection and analysis tools used in conducting the evaluation, such as questionnaires, checklists, and discussion guides;
- All sources of information or data, identified and listed;
- Statements of difference regarding significant unresolved differences of opinion by funders, implementers, and/or members of the evaluation team, if applicable;
- Signed disclosure of conflict of interest forms for all evaluation team members, either attesting to a lack of or describing existing conflicts of interest; and
- Summary information about evaluation team members, including qualifications, experience, and role on the team.

CRITERIA TO ENSURE THE QUALITY OF THE EVALUATION REPORT

Per [ADS 201maa, Criteria to Ensure the Quality of the Evaluation Report](#), draft and final evaluation reports will be evaluated against the following criteria to ensure quality.

- Evaluation reports should represent a thoughtful, well-researched, and well-organized effort to objectively evaluate the strategy, project, or activity;
- Evaluation reports should be readily understood and should identify key points clearly, distinctly, and succinctly;
- The Executive Summary should present a concise and accurate statement of the most critical elements of the report;
- Evaluation reports should adequately address all evaluation questions included in the SOW, or the evaluation questions subsequently revised and documented in consultation and agreement with USAID;
- Evaluation methodology should be explained in detail and sources of information or data properly identified;
- Limitations to the evaluation should be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.);
- Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay, or simply the compilation of people's opinions;
- Conclusions should be specific, concise, and include an assessment of quality and strength of evidence to support them supported by strong quantitative and/or qualitative evidence;
- If evaluation findings assess person-level outcomes or impact, they should also be separately assessed for both males and females; and
- If recommendations are included, they should be supported by a specific set of findings and should be action-oriented, practical, and specific.

See [ADS 201mah, USAID Evaluation Report Requirements](#) and the [Evaluation Report Checklist and Review Template](#) from the [Evaluation Toolkit](#) for additional guidance.

ANNEX II: EVALUATION METHODS AND LIMITATIONS

SCOPING MISSION DEBRIEFING MEMO

LER II N070: August 18, 2022; Community Roots Evaluation Scoping Mission Debrief for USAID Mission in Guatemala

Introduction

The following report is a written version of an oral presentation made to the USAID Mission and World Vision implementers on August 18, 2022 after the Evaluation Team's (ET) completion of the Scoping Mission segment of the Community Roots Performance Evaluation.

Firstly, the ET would like to thank Estuardo Dardón and Jose Chavarría of World Vision for the outstanding organization and support they provided to us for the Scoping Mission, which responded fully to the requests and requirements of this external performance evaluation. They accompanied us throughout the mission, ensuring that every interview and meeting took place as planned, absenting themselves from all of our exchanges with stakeholders and participants. It would have been impossible to have achieved such an ambitious and thorough visit without their exceptional support.

The ET met the stated objectives of the Scoping Mission as outlined in the Scoping Mission Plan:

- To pilot and refine the data collection tools the ET had developed
- To gain further clarity regarding the sampling methodology proposed in the Plan
- To take into consideration all the relevant informant groups identified in the Plan

The Scoping Mission trip had a very intense and heavily scheduled travel and interview structure, and the team gathered a very significant body of information and data, some of which we will share today, but the ET will need additional time to analyze and consolidate this information.

The ET covered almost 1,500 kilometers over 12 days, visiting 8 municipalities during the trip, which constitutes 40% of the project's area of operation, interviewing 170 persons in 36 meetings, both in interviews or focus groups. Meetings with stakeholders included:

Meetings and Interviews Conducted during Scoping Trip			
		Meetings	Participants
1	Initial Meeting w. USAID Mission	1	6
2	World Vision and RTI Staff	1	6
3	World Vision facilitators	2	8
4	Implementers	1	6
5	Interior Ministry and PNC	3	6
6	Municipal Authorities	7	28
7	COCOPRES	9	45
8	Youth groups participants	6	36
9	National Stakeholders	1	6

Meetings and Interviews Conducted during Scoping Trip		Meetings	Participants
10	Local Stakeholders	2	9
11	Reference Network	1	8
12	Formal education (trainers, experts, implementers)	1	2
13	Technical education (trainers, experts, implementers)	1	4
	TOTAL	36	170

Given the vast amount of unprocessed raw data, it would be misleading and irresponsible to present “findings” or “impressions”, as well as being outside the objectives of the Scoping Mission. However, we do have some important methodological takeaways we would like to share, as well as some areas we have flagged, based on interviews, where we feel we need to conduct further investigation due to the complexity and sensitivity of the subject matter.

METHODOLOGICAL TAKEAWAYS

The team is still consolidating data in matrices, including sections on methodological aspects to consider for the Evaluation Design. Some of the main achievements of the scoping trip regarding inputs that will inform the evaluation, are the following:

1. The Evaluation Team (ET) was able to pilot the two survey tools (youth and COCOPRES) and all focus group discussion (FGD)/interview guides. During the piloting of the surveys, the ET was able to do three adaptations of each tool followed by another piloting, resulting in tools that are both manageable (with respect to time) and effective for answering the evaluation questions. Though the ET likely will make several further adaptations to the survey tools after analyzing all the data from the scoping trip, there are several main takeaways:
 - 1) The youth can answer the survey on their own. It generally takes 10-15 minutes for them to complete it and they seem to enjoy the process, as many commented afterward. The survey and FGD tended to take 60-75 minutes.
 - 2) We found that having the youth complete the surveys before starting the FGD made good use of the time waiting for all the youth to arrive and spurred reflection on part of the youth that facilitated fluid discussion on the topics.
 - 3) The COCOPRES education level varied greatly between the Aldeas we visited. In several cases many or all the COCOPRES members needed help reading the survey questions and writing the answer. Thus, the ET decided that the survey questions would be integrated into the FGD guide by topic area.
 - 4) The ET piloted the new version of the COCOPRES FGD (that included survey questions) with three COCOPRES groups and found that the tool worked very well to both capture quantifiable data and lead the discussion to capture qualitative data. The length of the FGD session generally took 60-75 minutes.
 - 5) The ET was able to continually modify the FGD guides by crossing off questions that tended to reap the same information, change the order of questions to improve the flow of the discussion, fine tune questions, and add more specific questions by topic to help probe on information related to the evaluation questions.
2. The ET was able to get important and relevant information for defining a sample for the evaluation data collection. While the ET must follow up with the implementers and stakeholders to further fine tune the sample, several important takeaways are:

- 1) The ET now has a clearer vision to define a sample that is inclusive of different types of violence, factors facilitating and creating obstacles for the implementation of Community Roots (CR) interventions, and a wide range of municipalities and communities in terms of the level of marginalization and challenges in meeting CR's objectives.
 - 2) The ET noted the names of specific municipalities and communities by department that, according to different stakeholders, represented the most "successful" and most challenging ones regarding effectively achieving the objectives of CR based on a variety of factors.
 - 3) The ET believes that it would be very beneficial methodologically to include in the sample municipalities and communities that are not benefiting from CR, which "match" those that are (e.g., a target community and non-target one that are both especially challenging and one of each that have facilitating factors (e.g., organized community leaders, easier access). This will allow the ET to do a comparative analysis of trends in target and non-target areas.
3. The ET was able to identify the availability of data from the police, health centers, and the implementing organizations. Data on violence seems to be the most available (at least by municipality) on legal complaints filed, number of teenage pregnancies, crimes, cases of violence against women or children, femicides, and general homicides. While migration data is harder to obtain, it seems that it may be possible to obtain some data such as migrants that have been returned and/or were deported, including those who were returned without life.
 4. The ET become much clearer about how to best schedule data collection by department, municipality, and communities considering distances and dividing up as a team to simultaneously carry out FGDs/interviews, as well as building in sufficient time for data consolidation and team discussion.

ISSUES THAT EMERGED REQUIRING FURTHER EXPLORATION AND ANALYSIS

Several issues emerged during the Scoping Mission that the ET has identified as requiring further examination due to their complexity and sensitivity. Among them are:

1. The internal relationship between the National Civil Police (PNC), its institutional architecture, and the various units, departments and dependencies of the national citizen security system. In particular, the ET would like to further explore the relationship with the Unidad de Prevención de la Violencia (UPNV) and the police units where CR is operating.
2. The nature of the relationship, articulation, and coordination between the COCOPRES, COCODES, and the indigenous community mayors - particularly in the Highlands -, and the municipal authorities.
3. Further analyze the operational and organizational characteristics of the COCOPRES, their community relationships, and the process of developing the prevention plans.
4. The extent and depth of municipal authorities' awareness and understanding of the project's effort and collaboration to increase local security, violence reduction, economic youth development, and youth involvement in activities related to healthy and safe use of free time.

RESEARCH DESIGN MATRIX

Evaluation Question	Topic	Source	Data Collection Method
I. To what extent have the overall activities implemented by the project helped to reduce violence, especially intra-family and gender-based violence, in targeted communities?	Level of gender-based violence (GBV) in the community Personal experience or first-hand knowledge of an act of GBV Level of violence against children in the community Personal experience or first-hand knowledge of an act of violence against children Types of violence that are the most prevalent Level of overall safety in your community Tendency to report cases of violence (why or why not, where, how) Tendency to file legal complaints for cases of violence (why or why not, where, how) Reasons for not reporting or filing complaint Relationship with the police Degree this has improved with CR interventions	Youth (target and non-target) COCOPRES COCODES (non-target) All informants Youth (target and non-target) COCOPRES COCODES (non-target) Municipal authorities (target and non-target) PNC (local and dept. prevention) All informants	Survey and FGDs FGDs Surveys, FGDs, interviews Survey and FGDs FGDs Survey and interviews Interviews Interviews, FGDs, survey
I.a. To what extent have innovative processes, such as involvement of community-based violence prevention committees, helped reduce violence in targeted communities?	Role of the COCOPRES (general and in relation to youth) Existence and implementation of the Violence and Migration Reduction Plan Perceptions on the effectiveness of the plan to prevent migration and violence Type and degree of involvement in community-based violence prevention committees and activities Psycho-social support for youth Level of different types of violence Awareness about violence, rights, and filing complaints	Youth COCOPRES Municipal authorities Youth (target and non-target) COCOPRES COCODES (non-target) Municipal authorities (target and non-target) PNC (local and prev.)	Survey and FGDs FGDs Survey and interviews Survey and FGDs FGDs FGDs Interviews

Evaluation Question	Topic	Source	Data Collection Method
1.b. To what extent have innovative approaches, such as extra-curricular education, certification of competencies, and vocational training activities, helped reduce violence in targeted communities?	Existence of recreational areas and activities Youth involvement with CR recreational activities (e.g., art, sports) Youth involvement in initiatives to reduce violence and irregular migration Youth involvement with CR recreational activities (art, sports, etc.) Type, quality, and relevance of technical/vocational training	Youth (target and non-target) COCOPRES COCODES (non-target) Youth (target and non-target) COCOPRES COCODES (non-target) IPs, facilitators, mentors	Survey and FGDs FGDs Survey and FGDs FGDs Interviews
2. To what extent did the overall activities implemented by the project support the reintegration of returnees to their communities?	If the people who migrated benefited from services offered by CR Knowledge and participation in reintegration efforts for returnees Returnees and his/her behavior or psychosocial needs attention	Youth (target and non-target) COCOPRES COCODES (non-target) Municipal authorities (target and non-target) Returnees	Survey and FGDs FGDs FGDs FGDs and survey FGDs/interviews
3. To what extent did the overall activities implemented by the project reduce irregular migration (and/or increase rootedness and community attachment)?	Level of migration in the community Migration destinations and motives If she/he has migrated and/or know someone who has Optimism about the future Degree of optimism regarding economic opportunities Intention to migrate	All informants Youth (target and non-target) COCOPRES COCODES (non-target communities)	Survey, FGDs, interviews Survey and FGDs FGDs FGDs

SCOPING MISSION SAMPLE

Table C. I: Municipalities and Characteristics

Department	Municipality	Characteristics
Chiquimula	Chiquimula	The principal municipality in the region, where departmental authorities are based. The municipal authorities support all youth projects without restriction. The National Police Commission is fully involved with the ADAPT Methodology to prevent violence.
	Esquipulas	Considered by World Vision staff the best municipality regarding implementation in eastern Guatemala.
	Olopa	Considered by World Vision staff a good example of private local stakeholders like APOLO Coop and AMO Association.
	Quetzaltepeque	One of local Municipalities with lower youth participation and with a high rate of migration.
Huehuetenango	Chiantla	Municipality with numerous risk factors such as human and drug trafficking. High migration rates. Municipal authorities support the project. Many youths have enrolled in different education programs.
	Aguacatán	A municipality committed to include violence prevention in its main policies, with a strong commitment to CR.
San Marcos	San Marcos	A municipality with high youth participation. A migration route for migrants traveling to Mexico and USA.
	San Pedro Sacatepéquez	Municipal authorities provide support for project activities. High level of youth enrollment and COCOPRES commitment to ensure violence prevention. High number of local small businesses as potential employers.
Quetzaltenango	Colomba Costa Cuca	Municipal authorities support the project; there is a well-established youth center. Close proximity to the Mexican border with many youth migrants and returnees. CR has faced many challenges in this municipality.

Table C. 2: Municipalities and Communities

Department	Municipality	Communities
Chiquimula	Chiquimula	Sabana Grande La Puente
	Esquipulas	Belen (?) Casco urbano (?)
	Olopa	Tituque Laguna de Cayur
	Quetzaltepeque	
Huehuetenango	Chiantla	Buenos Aires
	Aguacatán	Patzalan and Tuixcoc
San Marcos	San Marcos	?
	San Pedro Sacatepéquez	San Pedro Sacatepéquez San Rafael Soche
Quetzaltenango	Colomba Costa Cuca	

Table C. 3: Scoping Mission Data Collection Sample by Informant Group

Respondent Category	FGDs	KIIs	Female Informants	Male Informants	Total Informants	Notes
World Vision staff and technical officials	2		3	3	6	
Supervisors and technical team members			4	5	9	
National Implementing partners	1		2	5	7	
National Stakeholders	1		4	2	6	
Government Authorities		4		4	4	
Municipal Authorities in target Municipalities	7		18	17	35	
COCOPRES in target communities	9		24	23	47	
Local Private Stakeholders	4		8	5	13	
Youth in target communities	5		22	15	37	
CR partners organizations /reference network	1		6	2	8	
Local Implementing partners (INTECAP)	1			4	4	
Local PNC in target municipalities	1			3	3	

Respondent Category	FGDs	KIIs	Female Informants	Male Informants	Total Informants	Notes
PNC Prevention Unit	1			1	1	
Total	33	4	91	89	180	

EVALUATION SAMPLE CHARACTERISTICS

Table D. 1: Evaluation Sample Municipalities and their Characteristics

Department	Municipality	Communities	Characteristics
Huehuetenango	Cuilco	Casco urbano	Average level of implementation
		Vuelta Grande	Challenging due to PNC rotation
	La Libertad	Huica	Challenging due to community conflict
		Trapichillo	Good model
		El Cenegal*	Non target community. Can interview COCODE and non-target youth
San Marcos	Malacatán	Casco urbano	Very challenging due to municipal authorities
		San Isidro	Good model
		Nica	Challenging implementation
	Tacaná	Casco Urbano	Border municipality, very high migration, Mam population
		Sujchay	COCOPRE is a good model due to their level of activity
		El Rosario	COCOPRE has challenges with implementation because of low community participation
	Malacatancito*	Non-target municipality	Interview with municipal authorities
	San Pablo	Casco urbano	Challenging because municipal authorities don't support some activities. Can talk with youth that are not in CR*
		Santo Domingo	Good model because community of community commitment
	San Pedro Sacatepéquez.	Piedra Grande	Good model because of successful activities San Rafael Soche youth entrepreneur
	San Marcos Sacatepéquez	Las Lagunas	Good model
Quetzaltenango	Coatepeque	Municipal center	Very challenging due to political conflicts and gangs
		Magnolia Chuc	Good model. Has a youth community training center
		El Jardin	Challenging because high level of gang violence
		Caserio El Paraiso*	Non target community

Department	Municipality	Communities	Characteristics
Chiquimula	San Jose La Arada	Municipal center	Can interview Reference Network, COMUPRE, and Non-target youth
		Saspán	Good model
	Jocotán	Matazano	Average community model
		Ingenio*	Non-target community. Interviews with COCODE and non-target youth
		Tunuco	Tunoco has a Chorti population. Good model
	San Juan Ermita	Municipal center	Municipality with challenging implementation
		Chispán Jaral	Good model due to leadership and commitment
	Olopa	Municipal center	Olopa: Considered by World Vision staff a good example of private local stakeholders
		Titucopote	Challenging because of distance from urban area. Chorti inhabitants
	Quetzaltepeque	Casco urbano	Lower youth participation, high migration. Can speak with local PNC substation officials and COCOPRE
		Santa Cruz	Good model because of high community participation
		Guatalón	Challenging due to distance from urban center
	Esquipulas	Belen	Good model because municipal authorities' commitment to implement a violence reduction policy
			Good model due to leadership and high participation
		Atulapa	Challenging due to community conflicts

*Non-target municipalities/communities

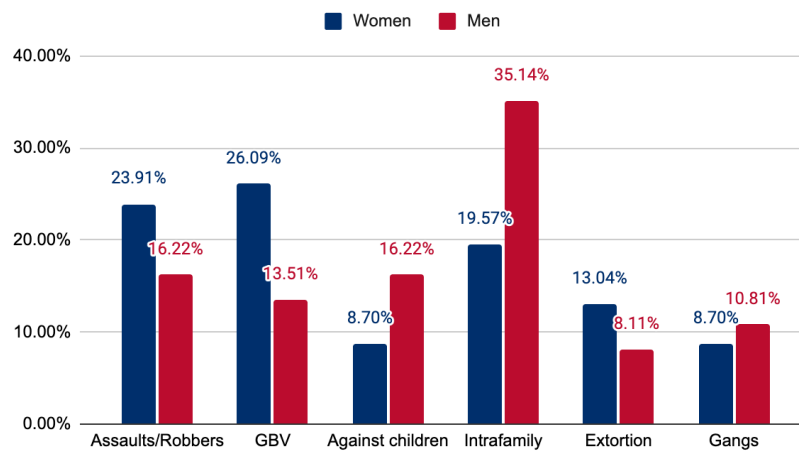
DATA SOURCES INCLUDED IN EVALUATION ANALYSIS PHASE

1. Atlas queries/codes
2. Survey data from the four surveys: youth (target and non-target), COCOPRES, municipal authorities, municipal liaisons
2. ET Notes from data collection trip
3. ET written impressions by EQ during data collection
4. Open-ended responses from youth
5. CR performance indicator reporting in CR annual reports
6. Data on violence by municipality (<https://observatorio.mp.gob.gt/portal-estadistico/>)
7. Data matrices from Scoping Trip
8. CR baseline and mid-line reports
9. Survey data from scoping trip: Youth and COCOPRES

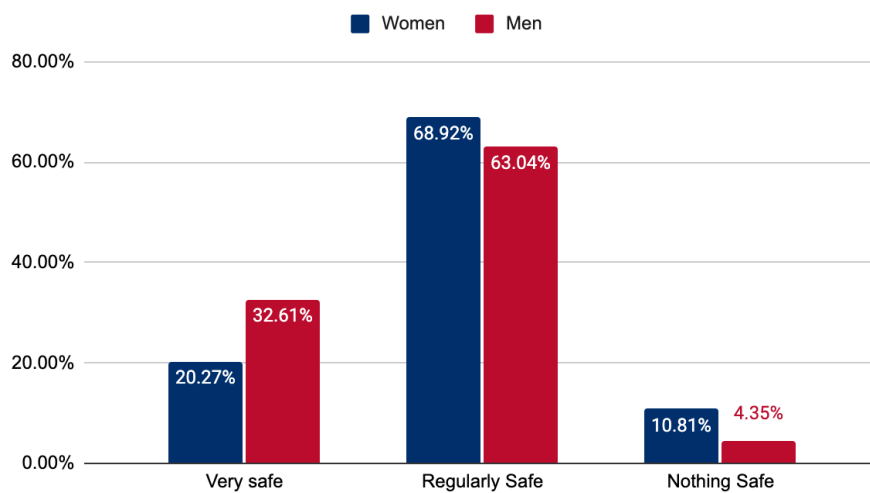
SURVEY RESULTS IN GRAPHS

VIOLENCE

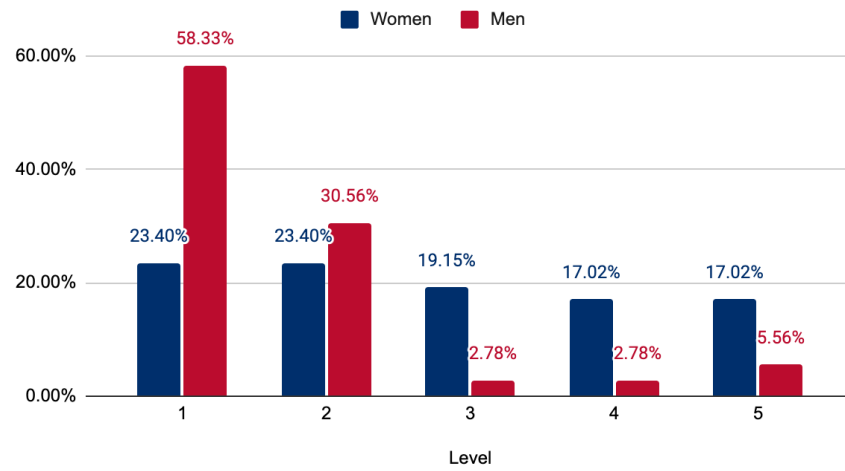
Proportion of victims of violence in the last year by gender



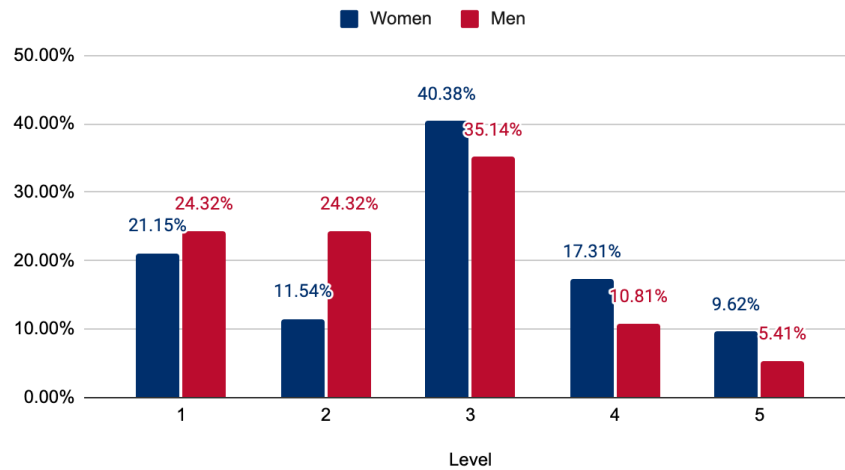
Level of security perception by gender



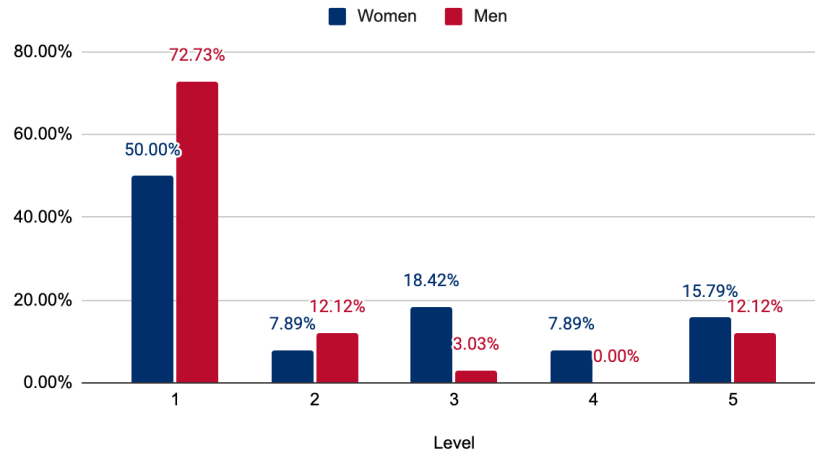
Perception level of violence towards women



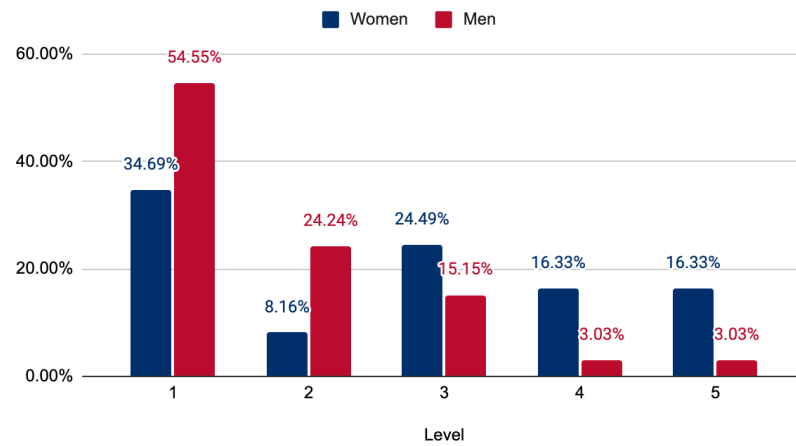
Perception of intrafamily violence



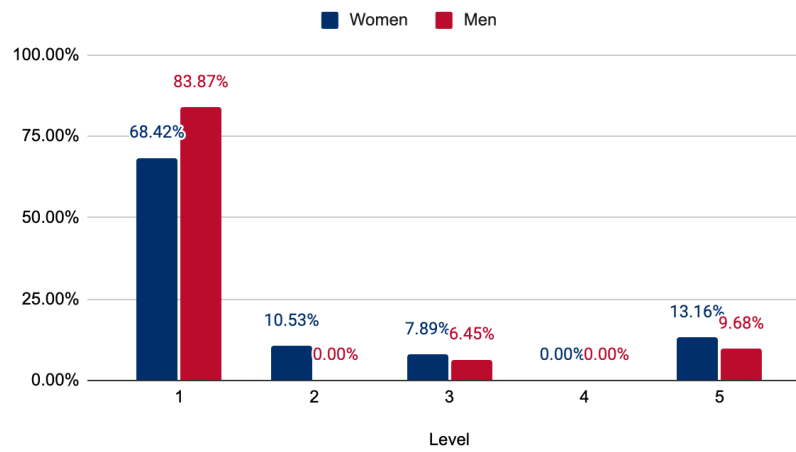
Perception of gang violence



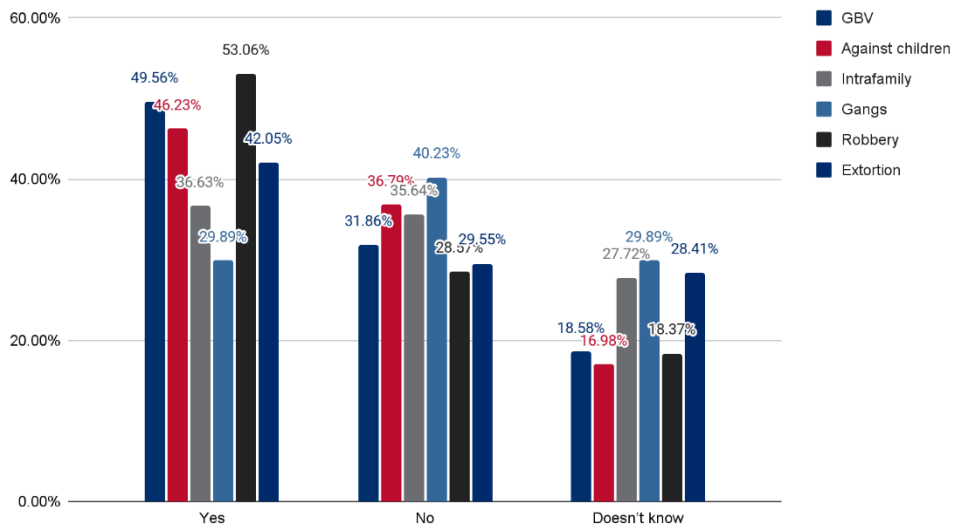
Perception of violence assaults/robberies



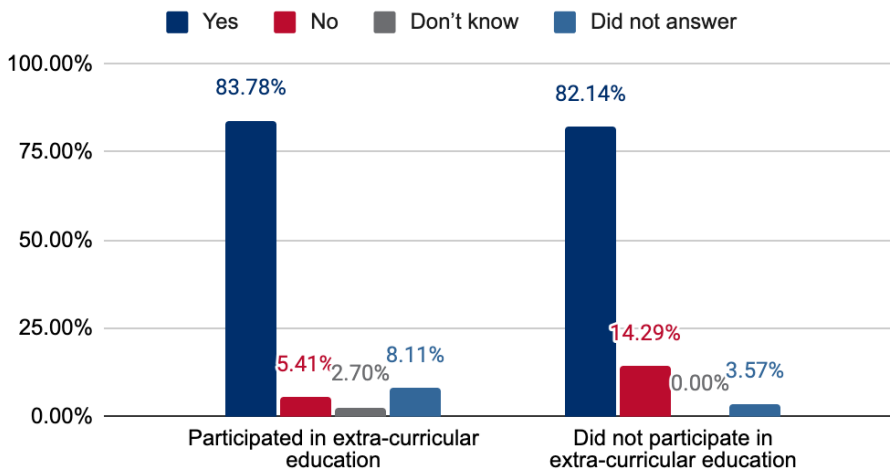
Perception of violence due to extortion by gender



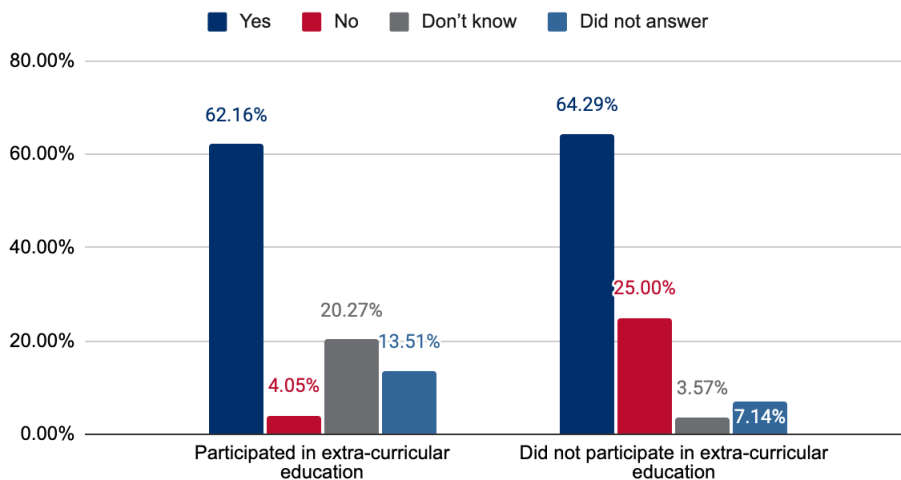
Perception of legal complaints according to the type of violence



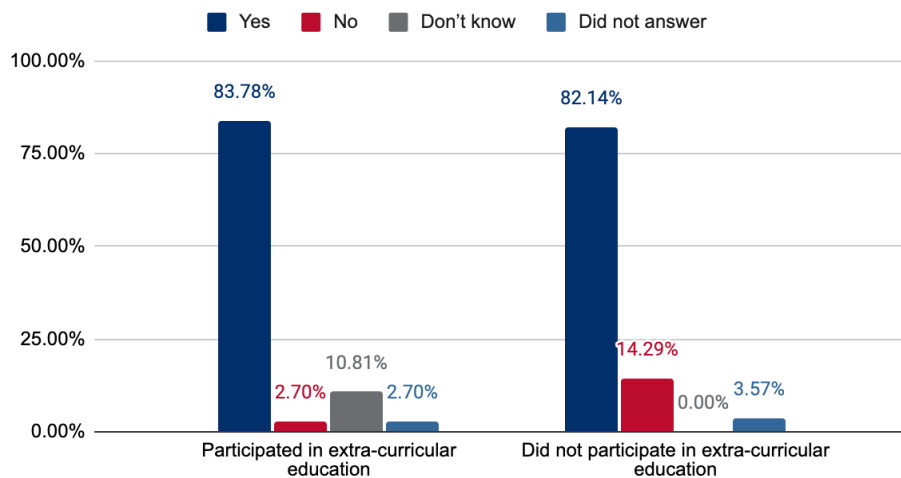
Participation in extracurricular education and whether they would report cases of violence against children



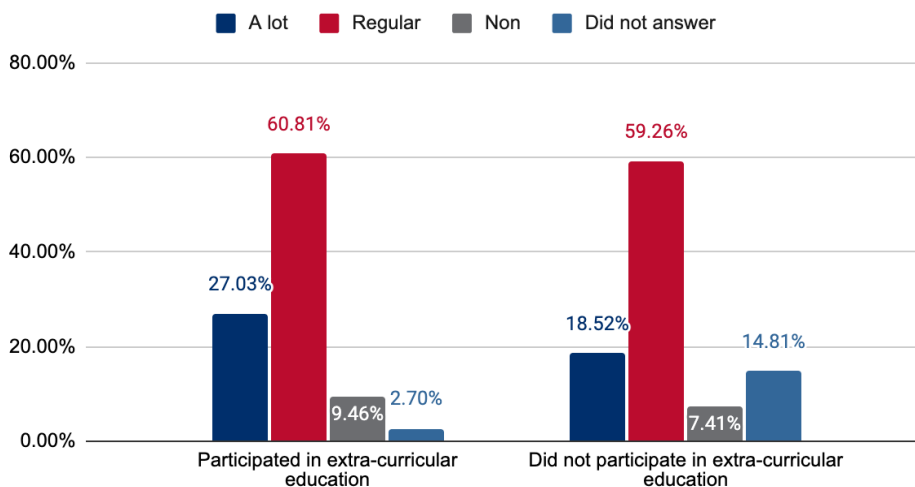
Participation in extracurricular education and if they would report cases of intrafamily violence



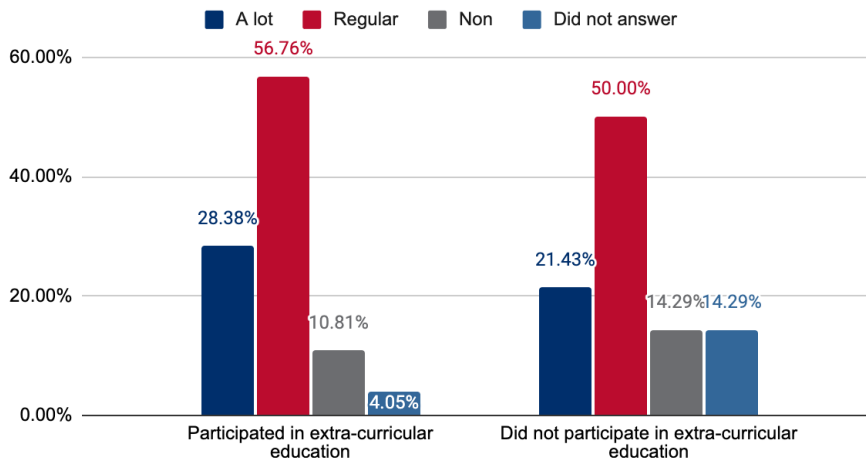
Participation in extracurricular education and if they would report cases of violence against women



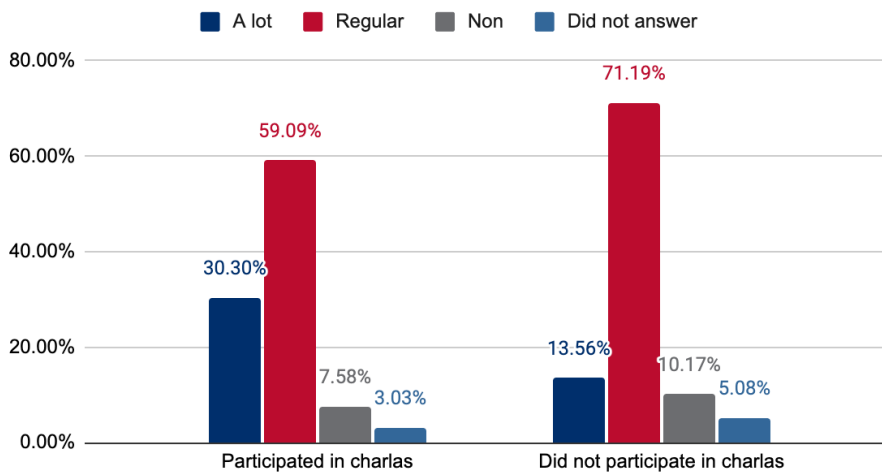
Participation in extracurricular education and the perception if there is more awareness about violence and how to report it



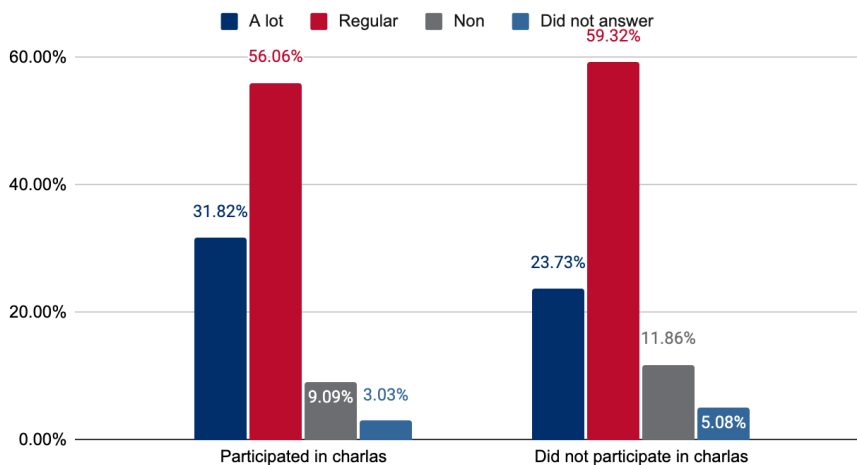
Participation in extracurricular education and the perception if there is more awareness about women's rights



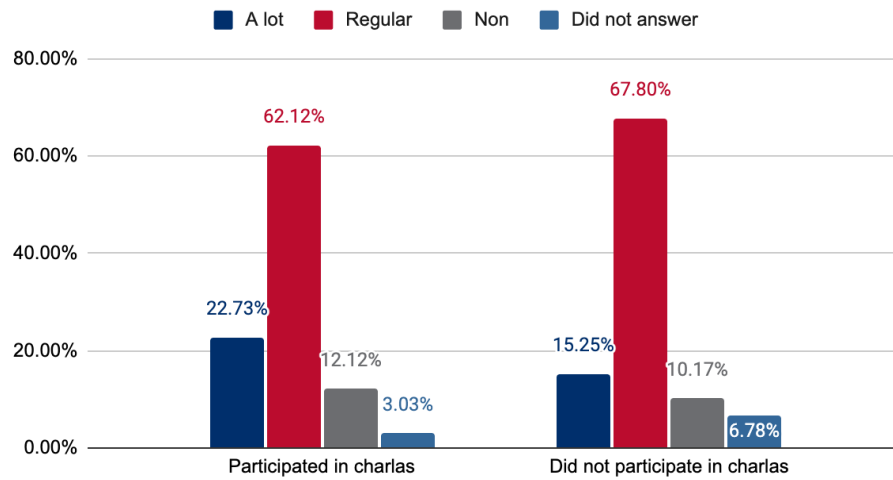
Youth who have participated in charlas and if there is more awareness about violence and how to report it



Youth who have participated in talks and to what extent there is more awareness about women's rights

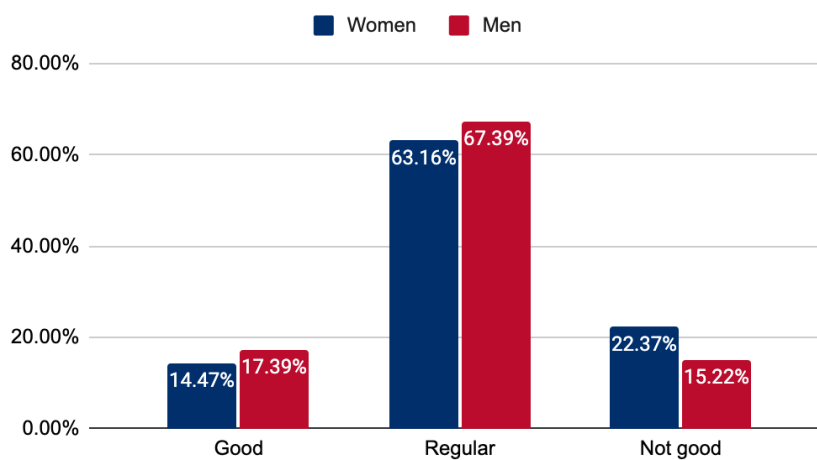


Youth who have participated in talks and to what extent there is more awareness about gender equality

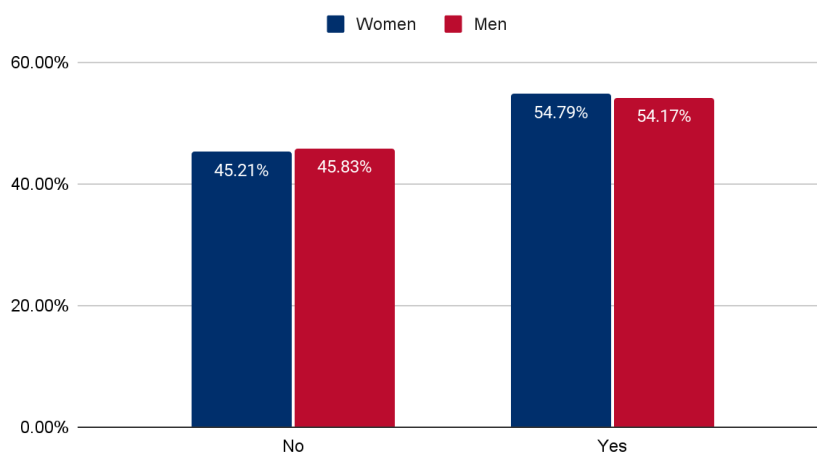


MIGRATION

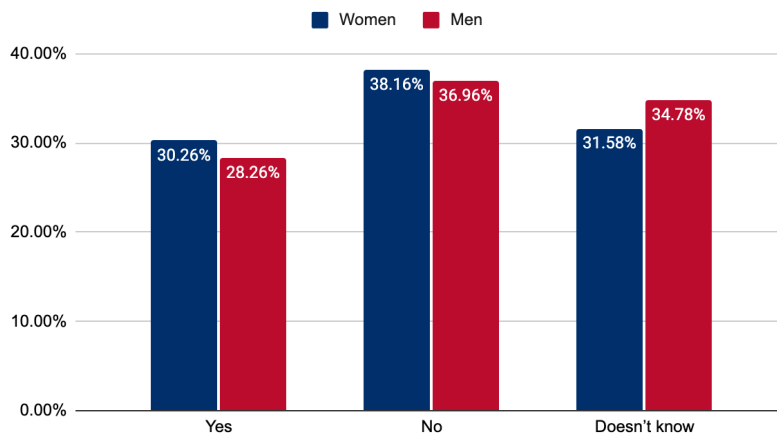
Perception of the future in the country by gender



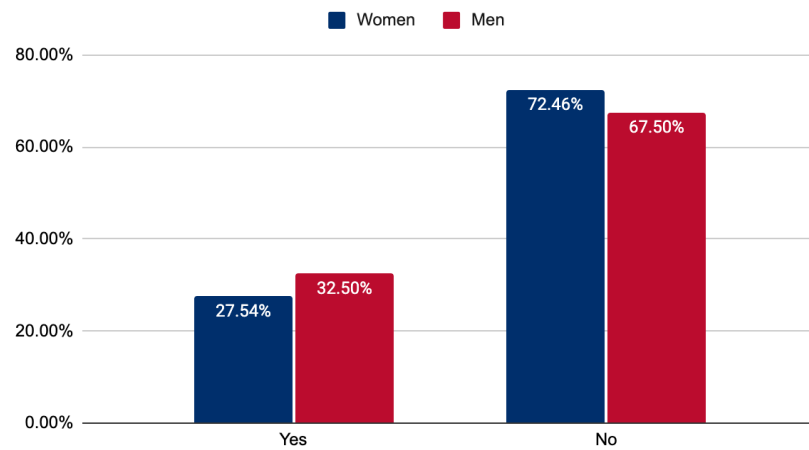
Intention to migrate by gender



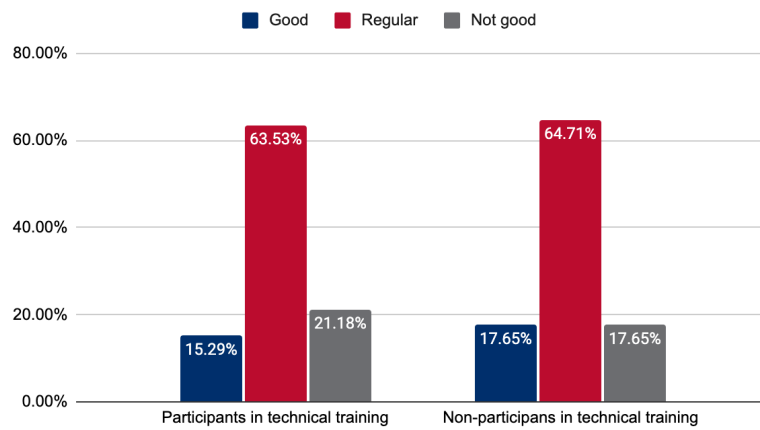
Intention to move to another country



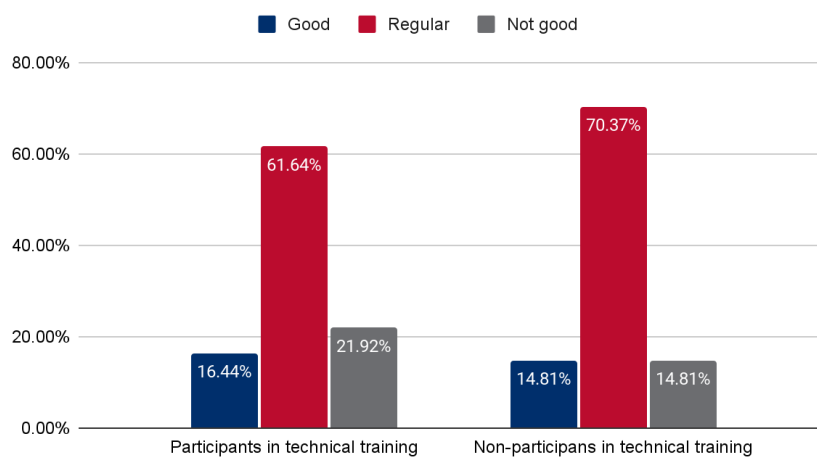
Who have taken actions to migrate



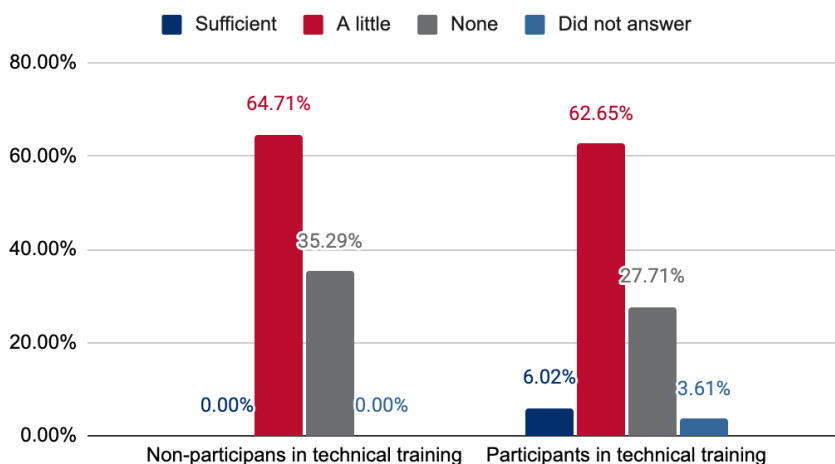
Perception of the future vs technical training



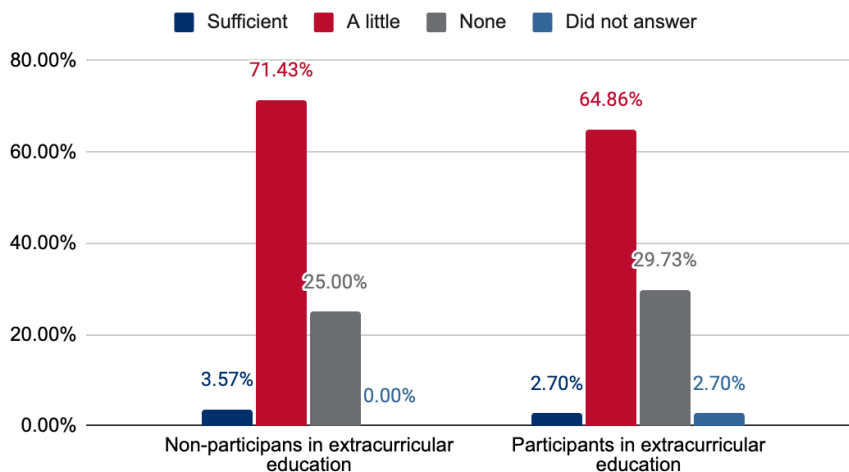
Perception of the future vs. extracurricular education



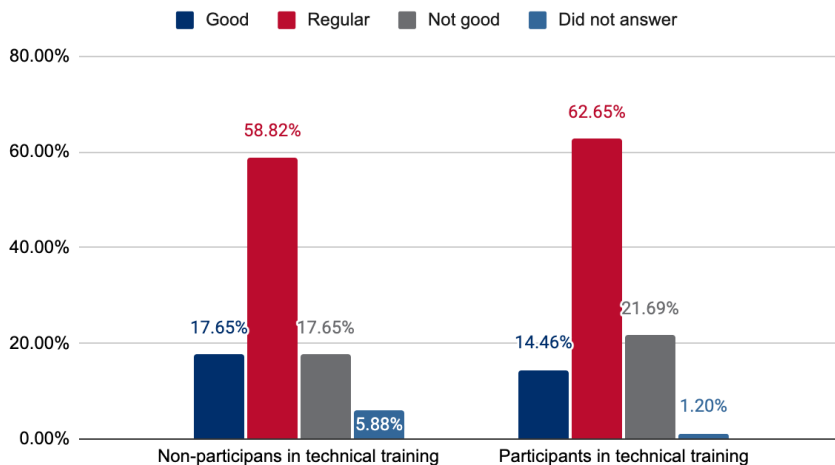
Technical training and accessible job opportunities/enterprises



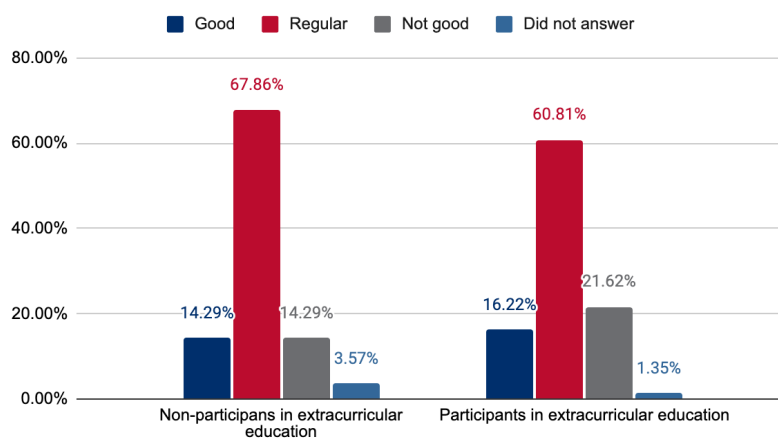
Extracurricular education and accessible job opportunities/entrepreneurship



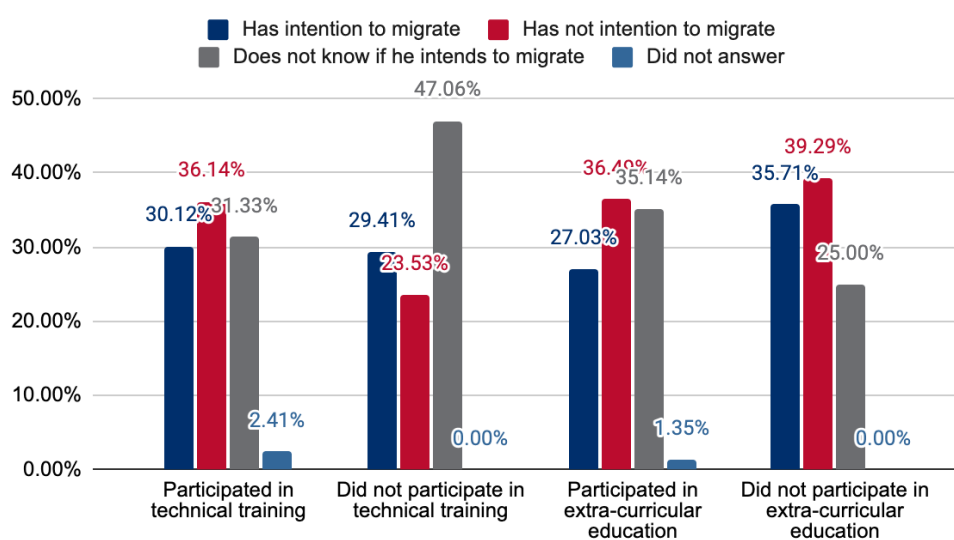
Technical training and perception of the future



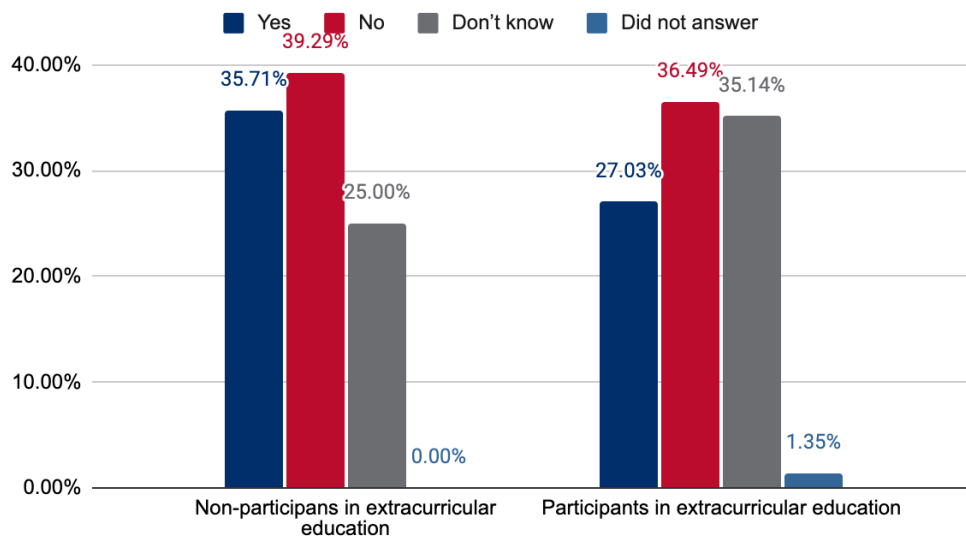
Extracurricular education and perception of the future



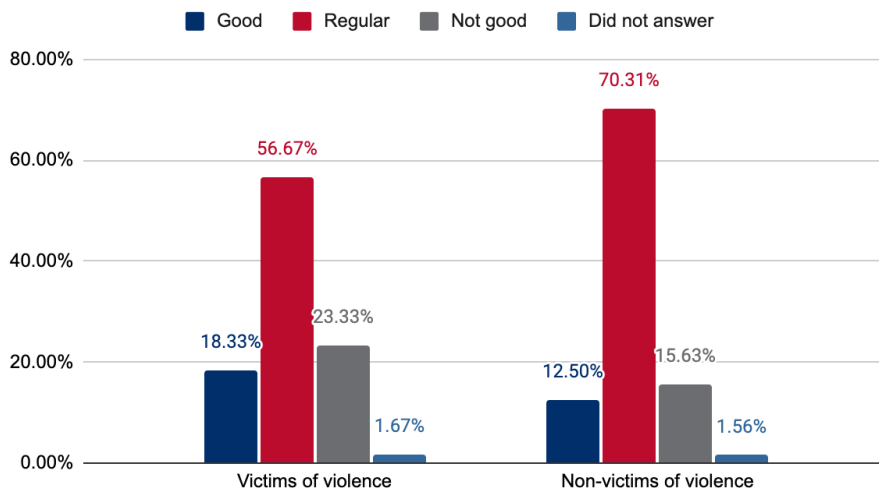
Technical training, extracurricular education and the intention to migrate



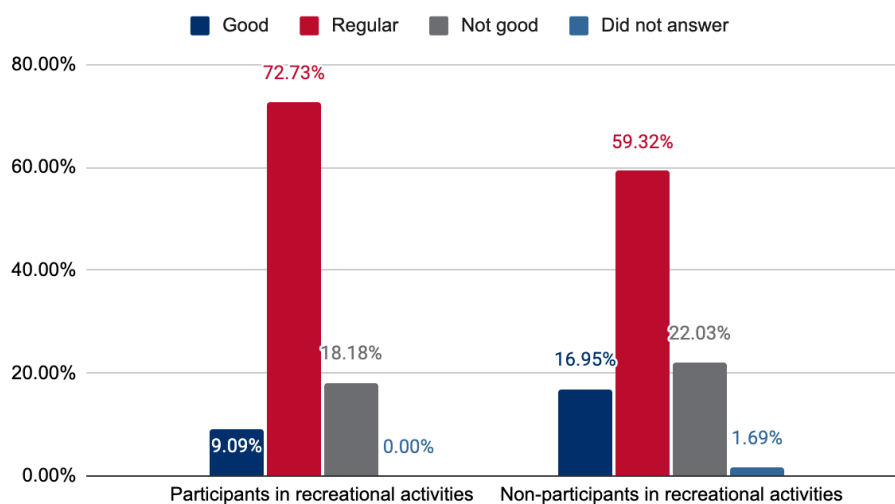
Extracurricular education and intention to migrate



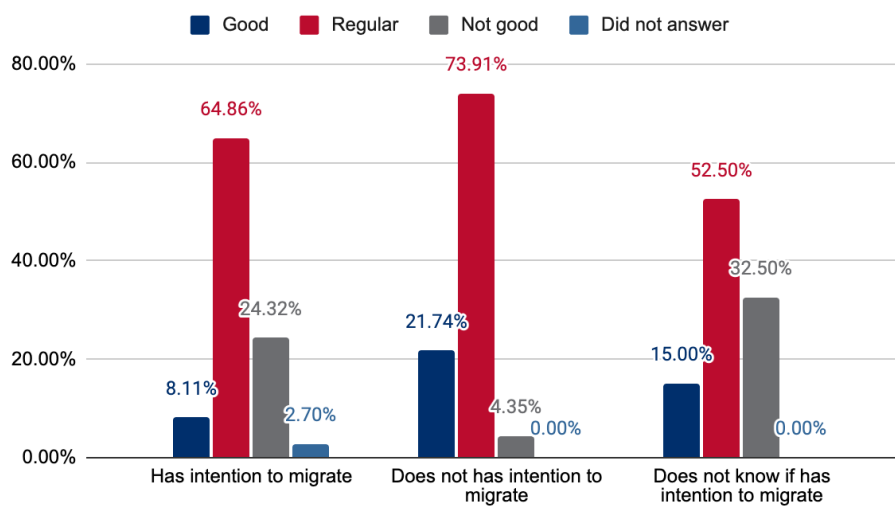
Youth victims of violence in the last year and the perception of the future in the country



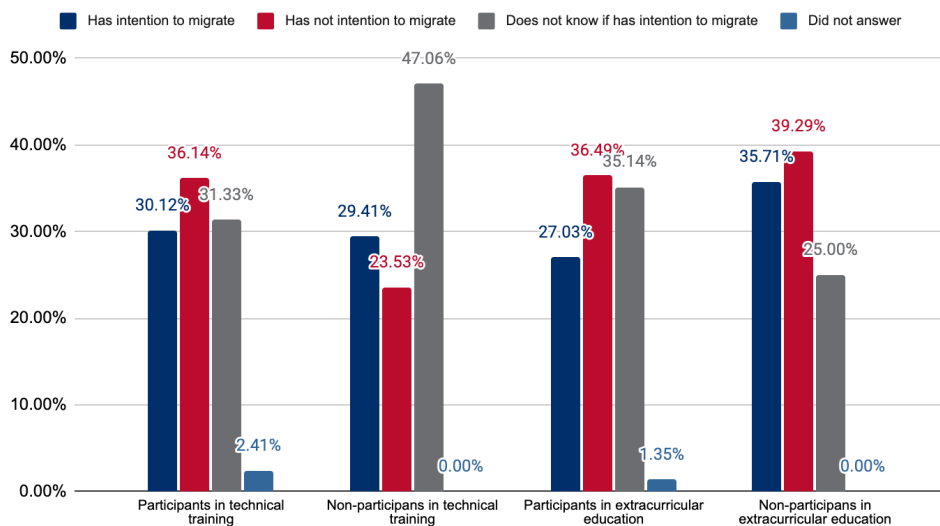
Youth participants in recreational activities and the perception of the future in the country



Optimism about the future and intention to migrate in the next 3 years



Technical training, extracurricular education and the intention to migrate



ANNEX III: DATA COLLECTION INSTRUMENTS

Evaluation of the Community Roots Activity (USAID/Guatemala)

Guía de Grupo Focal Jóvenes

Nota: Se realiza los grupos focales por separado mujeres y hombres.

Nombre del entrevistador: _____ Fecha: _____ Lugar: _____

Número de jóvenes en el grupo: Mujeres _____ Hombres _____

Objetivo del grupo focal

- Recoger información que responde a las preguntas de evaluación de Raíces Comunitarias.

Introducción/Explicación

Nosotros somos un equipo independiente de USAID y de Raíces Comunitarias que está iniciando una investigación sobre los efectos de la implementación del mismo, tanto para entender cuales estrategias han sido más exitosas y las que han presentado retos para reducir la violencia y migración irregular como para identificar las mejores formas de medir estos cambios.

- Este grupo focal debe tomar no más de una hora, o máximo hora y media.
- Los nombres de ustedes son confidenciales así es que siéntense libres para compartir todo lo que quieren.
- Queremos grabar la discusión con el propósito de asegurar que el equipo de evaluación capta toda la información; es solamente para nosotros y después todos los archivos se borrarán.
- Quisiéramos saber: 1) si están de acuerdo en participar en el grupo focal, 2) si están de acuerdo en que grabemos la conversación, y 3) si autorizan para tomar fotos.
- **Favor de decir su nombre antes de hablar para saber quién dice que. Aunque estemos grabando, en nuestro reporte no utilizaremos sus nombres reales.**

Violencia

1. ¿Cuál es el problema principal en su comunidad?
 - a. ¿Cuáles son las causas de este problema?
 - b. ¿Qué necesita pasar para mejorar esta situación?
2. ¿Cómo es la situación de violencia contra la mujer en su comunidad? ¿Es frecuente/común?
 - a. ¿Usted ha sabido de un caso durante el último año? ¿Fue reportado? ¿Fue denunciado?

- b. ¿Usted sabe dónde y cómo reportar estos casos? ¿La mayoría saben? ¿Dónde y cómo es?
 - c. ¿Usted sabe cómo denunciar estos casos a las autoridades legales? ¿La mayoría saben? ¿Cómo es?
 - d. ¿Piensan que la mayoría son reportados? ¿Por qué sí/no?
 - e. ¿Piensan que la mayoría son denunciados? ¿Por qué sí/no?
3. ¿Cómo es la situación de violencia/abuso (físico/sexual/psicológico) contra los niños/as en su comunidad? ¿Es frecuente/común?
- a. ¿Usted ha sabido de un caso durante el último año? ¿Fue reportado? ¿Fue denunciado?
 - b. ¿Usted sabe dónde y cómo reportar los casos? ¿La mayoría saben? ¿Dónde y cómo es?
 - c. ¿Usted sabe cómo denunciar los casos a las autoridades legales? ¿La mayoría saben? ¿Cómo es?
 - d. ¿Piensan que la mayoría son reportados? ¿Por qué sí/no?
 - e. ¿Piensan que la mayoría son denunciados? ¿Por qué sí/no?
4. ¿Hay otros tipos de violencia en la comunidad? ¿Cuáles?
- a. ¿Qué sucede con estos casos? ¿Son reportados? ¿A quién(es)?
5. En general, ¿qué tan seguro siente que es su comunidad para jóvenes? ¿Para niños/as? Explique.
6. ¿La gente tiene confianza en la policía en cuanto a la protección contra la violencia? Explique.
- a. ¿En cuanto a la resolución si un caso es denunciado? Explique.

Prevención de violencia (COCOPRES)

7. ¿Usted conoce al COCOPRE? ¿Cuál es su rol y función, según entiende?
- a. ¿En qué medida se está cumpliendo la función deseada? Explique.
 - b. ¿Habría que cambiar algo para que funcione mejor?
8. ¿Qué relación tiene usted con el COCOPRE?
- a. ¿Le apoyo en algo? ¿Necesita que le apoyo más en algo? Si es así, ¿en qué?
9. ¿Las personas tienden a reportar los casos de violencia al COCOPRE? ¿Por qué sí/no?
- a. ¿Reportan todos tipos de casos de violencia al COCOPRE? ¿Qué hacen para denunciarlos/resolverlos?
 - b. ¿Cree que su rol debe ser diferente en estos casos?

10. ¿Conoce el plan de prevención del COCOPRE? Cuéntanos sobre el plan (actividades, etc.).
- ¿Qué le gusta sobre el plan? ¿Que cambiaría sobre el plan? ¿Por qué?
 - Usted ha tenido un papel en crear y/o implementar el plan? Explique.
 - ¿En qué medida está funcionando para reducir la violencia? ¿Y la migración? Explique.
11. ¿Usted ha participado en eventos (recreación, charlas, etc.) impulsados por el COCOPRE? ¿Cuáles?
- ¿Qué es lo que más le ha gustado? ¿Hay algo que hubiera querido que fuera diferente?
12. ¿Han recibido charlas impulsadas por CR? Si es así, ¿Cuáles (prevención de violencia, equidad de género, migración)? ¿Quién la dio? ¿Hace cuánto?
- ¿Cuáles temas fueron las más importantes? ¿Por qué?
 - ¿Ha compartido estos temas con otros jóvenes u otras personas? Explique.
 - ¿Hay algún tema sobre lo cual quiere aprender más? ¿Cual? ¿Por qué?
13. ¿En qué medida las actividades/esfuerzos impulsados por el COCOPRE/CR están ayudando a prevenir/bajar la violencia en la comunidad? Explique y dar ejemplos.
- ¿Qué más habría que hacer para prevenir/reducir aún más la violencia?
14. ¿Ustedes tienen acceso a apoyo psicosocial (psicólogo/trabajador(a) social)?
- Si es así, ¿lo solicita? ¿Para qué tipo de situación? ¿Piensa que ayuda? Explique. Si no lo solicita, ¿por qué no?
 - Si no tiene acceso, ¿cree que sería útil? ¿Las personas lo solicitarían? ¿Para cuales situaciones?

Prevención de violencia (procesos innovadores)

15. ¿Cuántos de ustedes han participado en educación extra-escolar con Raíces Comunitarias?
- ¿Recibió una certificación? ¿En qué (que nivel)?
 - ¿Qué es lo que más le ha gustado de este proceso? ¿Hay algo que hubiera querido que fuera diferente? Explique.
 - ¿En qué medida y como le ha ayudado en este momento y/o para su futuro?
16. ¿Han recibido formación vocacional o técnica apoyada por Raíces?
- ¿Qué tipo y de cuantas horas? ¿Recibió una certificación?
 - ¿Qué es lo que más le ha gustado de esta formación? ¿Hay algo que hubiera querido que fuera diferente? Explique.

- c. ¿Como y en qué medida le ha preparado para generar ingresos? ¿Y para iniciar su formación hacia una carrera/un trabajo que generará ingresos en el futuro?

17. ¿Cree que hay un buen futuro para usted en este país? Explique.

- a. ¿Hay oportunidades laborales y/o de emprendimiento? Explique.
- b. Si no, ¿Qué hace falta para generar más oportunidades?

Migración irregular y reintegración

- 18. ¿Hay mucha migración de esta comunidad/zona? ¿Cuál es el destino más popular? ¿Cuáles otros destinos hay?
- 19. ¿Quiénes de ustedes tienen alguien de su casa que ha migrado? ¿Otro familiar no en su casa? ¿amigo o amiga?
- 20. ¿Cuál es el motivo principal para migrar? ¿Cuáles otros motivos hay?
- 21. ¿Algunos de ustedes ha migrado o ha intentado migrar? Si lo logró, ¿qué le motivó para regresar?
 - a. Si no lo logró, recibió algún tipo de ayuda después (psicológico, formación educativa/técnica, etc.)?
 - b. Si no recibió ayuda, ¿qué tipo de ayuda le hubiera ayudado?
 - c. ¿Saben si existen algún tipo de apoyo para personas retornadas? Explique donde/que tipo.
- 22. Si en algún momento ha pensado migrar, ¿Qué le ha motivado querer migrar? ¿Situación económica familiar? ¿Violencia en la familia? ¿Violencia en el municipio?
 - a. ¿Hay algo que hizo/haría que cambiara su idea para quedar en vez de migrar? ¿Qué es?
 - b. ¿Hay alguna circunstancia o situación que le motivaría a migrar? ¿Qué es?

Sostenibilidad y recomendaciones

- 23. ¿Si las personas que trabajan con Raíces Comunitarias dejan de llegar a su comunidad e impulsar actividades, harían falta? ¿Seguirían de todas formas?
 - a. ¿Hay acciones que se podría tomar para fortalecer estos esfuerzos de prevención de violencia y migración irregular?
 - b. ¿Hay acciones que se podría tomar para asegurar la continuidad de estas iniciativas? Explique.
- 24. ¿Hay algo que Uds. recomendarían en cuanto al futuro de Raíces Comunitarios y/o futuros apoyos de proyectos impulsados o promovidos por USAID? ¿Tiene algún comentario adicional?

¡Muchas gracias por su tiempo!

Evaluation of the Community Roots Activity (USAID/Guatemala)

Guía de Grupo Focal Jóvenes que no participan en Raíces Comunitarias

Nota: Se realiza los grupos focales por separado mujeres y hombres.

Nombre del entrevistador: _____ Fecha: _____ Lugar: _____

Número de jóvenes en el grupo: Mujeres ____ Hombres ____

Objetivo del Grupo Focal

- Recoger información que responde a las preguntas de evaluación de Raíces Comunitarias.

Introducción/Explicación

Nosotros somos un equipo independiente de USAID y de Raíces Comunitarias que está iniciando una investigación sobre los efectos de la implementación del mismo, tanto para entender cuales estrategias han sido más exitosas y las que han presentado retos para reducir la violencia y migración irregular como para identificar las mejores formas de medir estos cambios.

- Este grupo focal debe tomar no más de una hora, o máximo hora y media.
- Los nombres de ustedes son confidenciales así es que siéntense libres para compartir todo lo que quieren.
- Queremos grabar la discusión con el propósito de asegurar que el equipo de evaluación capta toda la información; es solamente para nosotros y después todos los archivos se borrarán.
- Quisiéramos saber: 1) si están de acuerdo en participar en el grupo focal, 2) si están de acuerdo en que grabemos la conversación, y 3) si autorizan para tomar fotos.
- **Favor de decir su nombre antes de hablar para saber quién dice que. Aunque estemos grabando, en nuestro reporte no utilizaremos sus nombres reales.**

Violencia

1. ¿Cuál es el problema principal en su comunidad?
 - a. ¿Cuáles son las causas de este problema?
 - b. ¿Qué necesita pasar para mejorar esta situación?
2. ¿Cómo es la situación de violencia contra la mujer en su comunidad? ¿Es frecuente/común?
 - a. ¿Usted ha sabido de un caso durante el último año? ¿Fue reportado? ¿Fue denunciado?
 - b. ¿Usted sabe dónde y cómo reportar estos casos? ¿La mayoría saben? ¿Dónde y cómo es?

- c. ¿Usted sabe cómo denunciar los casos a las autoridades legales? ¿La mayoría saben? ¿Cómo es?
 - d. ¿Piensan que la mayoría son reportados? ¿Por qué sí/no?
 - e. ¿Piensan que la mayoría son denunciados? ¿Por qué sí/no?
3. ¿Cómo es la situación de violencia/abuso (físico/sexual/psicológico) contra los niños/as en su comunidad? ¿Es frecuente/común?
- a. ¿Usted ha sabido de un caso durante el último año? ¿Fue reportado? ¿Fue denunciado?
 - b. ¿Usted sabe dónde y cómo reportar estos casos? ¿La mayoría saben? ¿Dónde y cómo es?
 - c. ¿Usted sabe cómo denunciar los casos a las autoridades legales? ¿La mayoría saben? ¿Cómo es?
 - d. ¿Piensan que la mayoría son reportados? ¿Por qué sí/no?
 - e. ¿Piensan que la mayoría son denunciados? ¿Por qué sí/no?
4. ¿Hay otros tipos de violencia en la comunidad? ¿Cuáles?
- a. ¿Qué sucede con estos casos? ¿Son reportados? ¿Son denunciados? ¿A quién(es)?
5. En general, ¿qué tan seguro siente que es su comunidad para jóvenes? ¿Para niños/as? Explique.
6. ¿La gente tiene confianza en la policía en cuanto a la protección contra la violencia? Explique.
- a. ¿En cuanto a la resolución si un caso es denunciado? Explique.

Prevención de violencia

7. ¿Han escuchado sobre Raíces Comunitarias? Si es así, ¿dónde y cómo?
- a. ¿Qué comentarios ha escuchado? ¿Favorables? ¿Desfavorables? Explique por favor.
 - b. ¿Qué más han escuchado o sabido sobre CR?
8. ¿Usted conoce al COCODE?
- a. ¿Qué relación tiene usted con el COCODE?
 - b. ¿Le apoyo en algo? ¿Necesita que le apoyo más en algo? Si es así, ¿en qué?
9. ¿Las personas tienden a reportar los casos de violencia al COCODE? ¿Porque sí/no?
- a. ¿Reportan todos tipos de casos de violencia al COCODE? ¿Hacen algo para denunciarlos/resolverlos?
 - b. ¿Cree que su rol debe ser diferente en estos casos?
10. ¿El COCODE impulsa acciones para prevenir la violencia? Si es así, ¿cuáles?

11. ¿Hay otra entidad/intervención para prevenir la violencia en su comunidad? Si es así, ¿cuál?
12. ¿Han recibido charlas sobre prevención de violencia, equidad de género, o migración? Si es así, ¿quién la dio? ¿Hace cuánto?
- a. ¿Cuáles temas fueron las más importantes? ¿Por qué?
 - b. ¿Ha compartido estos temas con otros jóvenes u otras personas? Explique.
 - c. ¿Hay algún tema sobre lo cual quiere aprender más? ¿Cual? ¿Por qué?
13. ¿Qué se necesita en la comunidad para prevenir/reducir la violencia contra la mujer?
- a. Para prevenir/reducir la violencia contra los/as niños/as?
 - b. Para prevenir/reducir la violencia intrafamiliar?
 - c. Para prevenir/reducir otros tipos de violencia?
14. ¿Ustedes tienen acceso a apoyo psicosocial (psicólogo/trabajador(a) social)?
- a. Si es así, ¿lo solicita? ¿Para qué tipo de situación? ¿Piensa que ayuda? Explique. Si no lo solicita, ¿por qué no?
 - b. Si no tiene acceso, ¿cree que sería útil? ¿Las personas lo solicitarían? ¿Para cuales situaciones?

Prevención de violencia (procesos innovadores)

15. ¿Algunos de ustedes han participado en educación extra-escolar? Si es así, ¿apoyado por quién?
- a. ¿Recibió una certificación? ¿En qué (que nivel)?
 - b. ¿En qué medida y como le ha ayudado en este momento y/o para su futuro?
16. ¿Han recibido formación vocacional o técnica? Si es así, ¿Apoyado por quién?
- a. ¿Qué tipo y de cuantas horas? ¿Recibió una certificación?
 - b. ¿Qué es lo que más le ha gustado de esta formación? ¿Hay algo que hubiera querido que fuera diferente? Explique.
 - c. ¿Como y en qué medida le ha preparado para generar ingresos? ¿Y para iniciar su formación hacia una carrera/un trabajo que generará ingresos en el futuro?
17. ¿Cree que hay un buen futuro para usted en este país? Explique.
- a. ¿Hay oportunidades laborales y/o de emprendimiento? Explique.
 - b. Si no, ¿Qué hace falta para generar más oportunidades?

Migración irregular y reintegración

18. ¿Hay mucha migración de esta comunidad/zona? ¿Cuál es el destino más popular? ¿Cuáles otros destinos hay?
19. ¿Quiénes de ustedes tienen alguien de su casa que ha migrado? ¿Otro familiar no en su casa? ¿amigo o amiga?
20. ¿Cuál es el motivo principal para migrar? ¿Cuáles otros motivos hay? ¿Situación económica familiar? ¿Violencia en la familia? ¿Violencia en el municipio?
21. ¿Algunos de ustedes ha migrado o ha intentado migrar? Si lo logró, ¿qué le motivó para regresar?
- a. Si no lo logró, ¿recibió algún tipo de ayuda después (psicológico, formación educativa/técnica, etc.)?
 - b. Si no recibió ayuda, ¿qué tipo de ayuda le hubiera ayudado?
 - c. ¿Saben si existen algún tipo de apoyo para personas retornadas? Explique donde/que.
22. Si en algún momento ha pensado migrar, ¿Qué le ha motivado querer migrar?
- a. ¿Hay algo que hizo/haría que cambiara su idea para quedar en vez de migrar? ¿Qué es?
 - b. ¿Hay alguna circunstancia o situación que le motivaría a migrar? ¿Qué es?

¡Muchas gracias por su tiempo!

Evaluation of the Community Roots Activity (USAID/Guatemala)

Guía de Grupo Focal para las Comités Comunitaria para la Prevención de la Violencia (COCOPRES)

Nombre del entrevistador: _____ Fecha: _____ Lugar: _____

Grupo(s) étnico(s): _____ Número de personas en el FGD: M_____ H_____

Objetivo del grupo focal

- Recoger información general acerca de las preguntas de evaluación de Raíces Comunitarias.

Introducción/Explicación

Nosotros somos un equipo independiente de USAID y de Raíces Comunitarias que está iniciando una investigación sobre los efectos de la implementación del mismo, tanto para entender cuales estrategias han sido más exitosas y las que han presentado retos para reducir la violencia y migración irregular como para identificar las mejores formas de medir estos cambios.

- Este grupo focal debe tomar no más de una hora, o máximo hora y media.
- Los nombres de ustedes son confidenciales así es que siéntense libres para compartir todo lo que quieren.
- Queremos grabar la discusión con el propósito de asegurar que el equipo de evaluación capta toda la información; es solamente para nosotros y después todos los archivos se borrarán.
- Quisiéramos saber: 1) si están de acuerdo en participar en el grupo focal, 2) si están de acuerdo en que grabemos la conversación, y 3) si podemos tomar fotografías.
- **Favor de decir su nombre antes de hablar para saber quién dice que. Aunque estemos grabando, en nuestro reporte no utilizaremos sus nombres reales.**

Preguntas introductorias

Por favor, cada uno de ustedes deben introducirse diciendo su nombre y cuánto tiempo tiene participando en el COCOPRE.

- ¿Cuál es el problema principal en su comunidad?
 - ¿Cuáles acciones se han tomado para resolver esta situación?
 - ¿En qué medida ha funcionado?
 - ¿Qué más hay que hacer?

Violencia

2. ¿Qué tipo de violencia es la más común aquí? (contra la mujer, abuso de niños/as por familiares, maras, extorción, violencia entre familias, maras, asaltos, robos)

Para cada tipo de violencia, estima el nivel de violencia en una escala de 1-5 (5 muy alta, 1 muy baja) mostrando con esta cantidad de dedos, pero sin decirlo en voz alta.

- a. Violencia contra la mujer

- b. Abuso hacia los niños/as por padres/familiares

3. Por favor, levanta la mano si usted ha conocido a alguien que ha experimentado la violencia contra la mujer durante los últimos dos años (incluyendo a sí misma)

Sí conozco # ____ No conozco # ____ No responde # ____

4. ¿Ustedes creen que la mayoría de las personas reportan estos casos? Si es así, ¿A quién lo reporta? (al COCODE/COCOPRE, Alcalde Auxiliar, DMM, DEMI, otro)

5. ¿Es frecuente que las personas denuncian estos casos? Si es así, ¿a quién? (al PNC, Ministerio Público, Juzgado, otro) Si no, ¿por qué?

5. ¿Se ha tomado acciones para prevenir/reducir la violencia contra la mujer? ¿Si es así, cuáles?

- a. ¿Qué (mas) hay que hacer para prevenir/reducir la violencia contra la mujer?

6. Por favor, levanta la mano si usted ha conocido un caso de abuso contra los niños/as durante últimos dos años.

Sí conozco # ____ No conozco # ____ No responde # ____

7. ¿Ustedes creen que la mayoría de las personas reportan estos casos? Si es así, ¿A quién lo reporta? (al COCODE/COCOPRE, Alcalde Auxiliar, DMM, DEMI, otro) PNC, el Ministerio Publico MP, o un Juzgado del Organismo Judicial)

- a. ¿Es frecuente que las personas denuncian estos casos? Si es así, ¿a quién? (al PNC, Ministerio Público, Juzgado, otro) Si no, ¿por qué?

8. ¿Se ha tomado acciones para prevenir/reducir la violencia contra los/as niños/as? ¿Si es así, cuáles?

- a. ¿Qué (mas) hay que hacer para prevenir/reducir la violencia contra los/as niños/as?

9. ¿Cómo se siente en nivel de seguridad general en su comunidad? Explique.
10. ¿Qué nivel de confianza tiene usted en la policía que le va a proteger? Explique.
 - a. ¿Y qué le va a responder a un delito o problema reportado? Explique.

Prevención

11. ¿Cómo están conformando el COCOPRE?
 - a. ¿Cuántos miembros del COCODE hay en este COCOPRE?
 - b. ¿Está el Alcalde Auxiliar en este COCOPRE? ¿Por qué sí/no?
12. ¿El COCOPRE cuenta con un plan de prevención de la violencia y migración?
 - a. ¿Quiénes de ustedes participaron en la creación del plan?
 - b. ¿Pueden explicar este proceso por favor?
 - c. ¿Cómo dan seguimiento a su implementación?
 - d. ¿Como socializan el plan con la comunidad? ¿Cómo les involucran? ¿Participan mucho?
13. ¿Que funciona lo mejor del plan para que logre sus propósitos? ¿Qué hace falta mejorar?
14. ¿Cuáles son las otras funciones y roles principales del COCOPRE?
 - a. ¿Las personas reportan casos de violencia al COCOPRE? Si es así, ¿cómo responden?
 - b. ¿Creen que las funciones/roles deben ser diferentes/más? Explique.
 - c. ¿Pueden realizar todas sus funciones? Explique.
15. ¿Qué relación tienen con los/as jóvenes en la comunidad?
 - a. ¿Escogen a ciertos jóvenes para participar en los programas/actividades de Raíces Comunitarias?
 - b. ¿Si es así, como los escogen? ¿Con base de cuáles criterios? ¿Están de acuerdo con estos? Explique.
 - c. ¿Qué otros tipos de apoyos dan a los jóvenes? ¿Los jóvenes buscan ustedes como COCOPRE para algún motivo?
16. ¿Su comunidad cuenta con lugares y oportunidades para recreación y diversión sana para la juventud?
 - a. ¿Cuáles son? ¿En qué medida mantiene entretenidos a los/as jóvenes?
 - b. ¿Hace falta otros espacios y/o actividades para la juventud? Explique.
17. ¿Cuántos/as jóvenes de su comunidad están estudiando educación escolar? ¿Como lo ven?

18. ¿Cuántos/as jóvenes de su comunidad están estudiando una formación técnica/vocacional?
- ¿En cuales áreas técnicas?
 - ¿Les parece buena y suficiente la formación?
 - ¿Es una formación que les permite generar ingresos por empleo o emprendimiento, hoy o después?
 - ¿Hay otras áreas técnicas que son importantes tener como opciones? Explique por favor.
19. ¿Tiene una relación con la municipalidad para prevenir/reducir violencia y/o para otra situación? Explique por favor.
- ¿La municipalidad tiene un plan o una política para prevenir la violencia y migración? Lo/la conoce? ¿Como es? ¿Coordinan en algo para implementar el plan?
20. ¿Ustedes han recibido capacitaciones/charlas por parte de Raíces Comunitarias CR y/o otra entidad vinculada con CR? Si es así, ¿cuáles?
- ¿Cuáles temas les parecieron los más importantes/útiles/interesantes? ¿Por qué?
 - ¿Hay temas necesitan profundizar más? Si es así, ¿por qué?
 - ¿Hay otros temas que necesitan aprender? Si es así, cuales y ¿por qué?
21. ¿Ustedes han tenido algún intercambio con otros COCOPRES? ¿Si es así, le gustó? ¿Por qué si/no?
- ¿Si no, les parece que sería útil? ¿Por qué si/no?
22. ¿En los últimos años con CR apoyando a la comunidad, se ha generado más conciencia sobre temas de violencia y migración irregular? (violencia contra la mujer, otros tipos de violencia, como denunciar actos de violencia, equidad de género, migración irregular).
- ¿Pueden dar ejemplos por favor?
 - ¿Cuáles otros cambios se han visto en los últimos años con CR apoyando a la comunidad?
23. ¿En qué medida CR y las acciones impulsadas por el COCOPRE está ayudando a reducir la violencia en esta comunidad? ¿Pueden dar ejemplos por favor?
- ¿Qué más habría que hacer para reducirla?

Migración

24. ¿Usted siente que tiene un buen futuro aquí en su país? En una escala de 1-5 (5 muy buen, 1 muy malo) mostrando con esta cantidad de dedos, pero sin decirlo en voz alta.

25. ¿Usted siente que los jóvenes tienen un buen futuro aquí en su país? En una escala de 1-5 (5 muy buen, 1 muy malo) mostrando con esta cantidad de dedos, pero sin decirlo en voz alta.

26. ¿Hay oportunidades laborales/emprendimientos accesibles? ¿Cuáles? Explique.
27. ¿Hay mucha migración fuera del Municipio de esta comunidad/zona? ¿A otros municipios del país? ¿A México o a los Estados Unidos?
- a. ¿Qué es la razón principal para que la gente migra de aquí?
28. ¿Cuántos de ustedes tienen un familiar o amigo/a en los Estados Unidos? ____
- a. ¿Cuántos de ustedes han intentado migrar? ____ ¿Cuántos fueron retornados? ____
- b. ¿Alguno de ustedes tiene la intención de migrar? ¿Si es así, por qué motivo?
29. ¿Hay ayuda para las personas retornadas? ¿Qué tipo de ayuda? ¿Brindado por quién?
- a. Si no hay, ¿Qué tipo de ayuda es importante? Si hay, ¿hay otros apoyos necesarios?
30. ¿En qué medida CR y las acciones impulsadas por el COCOPRE está ayudando a reducir la migración irregular de esta comunidad?
- a. ¿Pueden dar ejemplos por favor?
- b. ¿Qué más habría que hacer para reducirla?

Sostenibilidad y recomendaciones

31. ¿Si las personas que trabajan con Raíces Comunitarias dejan de llegar a su comunidad e impulsar actividades, harían falta? ¿Seguiría funcionando la COCOPRE de todas formas?
- a. ¿Hay acciones que se podría tomar para fortalecer estos esfuerzos de prevención de violencia y migración irregular?
- b. ¿Hay acciones que se podría tomar para asegurar la continuidad de estas iniciativas? Explique.
32. ¿Hay algo que Uds. recomendarían en cuanto al futuro del Proyecto Raíces Comunitarios y/o futuros apoyos de proyectos impulsados o promovidos por USAID? ¿Tiene algún comentario adicional?

¡Muchas gracias por su tiempo!

Evaluation of the Community Roots Activity (USAID/Guatemala)

Guía de Grupo Focal para los COCODES/COCOPRES en comunidades no participantes de CR

Nombre del entrevistador: _____ Fecha: _____ Lugar: _____

Grupo(s) étnico(s): _____ Número de personas en el FGD: M _____ H _____

Objetivo del grupo focal

- Recoger información general acerca de las preguntas de evaluación de Raíces Comunitarias.

Introducción/Explicación

Nosotros somos un equipo independiente de USAID y de Raíces Comunitarias que está iniciando una investigación sobre los efectos de la implementación del mismo, tanto para entender cuales estrategias han sido más exitosas y las que han presentado retos para reducir la violencia y migración irregular como para identificar las mejores formas de medir estos cambios.

- Este grupo focal debe tomar no más de una hora, o máximo hora y media.
- Los nombres de ustedes son confidenciales así es que siéntense libres para compartir todo lo que quieren.
- Queremos grabar la discusión con el propósito de asegurar que el equipo de evaluación capta toda la información; es solamente para nosotros y después todos los archivos se borrarán.
- Quisiéramos saber: 1) si están de acuerdo en participar en el grupo focal, 2) si están de acuerdo en que grabemos la conversación y 3) si autorizan a tomar fotografías.
- **Favor de decir su nombre antes de hablar para saber quién dice que. Aunque estemos grabando, en nuestro reporte no utilizaremos sus nombres reales.**

Preguntas introductorias

Por favor, cada uno de ustedes deben introducirse diciendo su nombre y cuánto tiempo tiene participando en el COCODE/COCOPRE.

- ¿Cuál es el problema principal en su comunidad?
 - ¿Cuáles acciones se han tomado para resolver esta situación?
 - ¿En qué medida ha funcionado?
 - ¿Qué más hay que hacer?

Violencia

2. ¿Qué tipo de violencia es lo más común aquí? (contra la mujer, abuso de niños/as por familiares, maras, extorsiones, violencia entre familias, violencia entre maras, asaltos, robos)

Para cada tipo de violencia, estima el nivel de violencia en una escala de 1-5 (5 muy alta, 1 muy baja) mostrando con esta cantidad de dedos, pero sin decirlo en voz alta.

- a. Violencia contra la mujer

- b. Abuso hacia los niños/as por padres/familiares

3. Por favor, levanta la mano si usted ha conocido a alguien que ha experimentado la violencia contra la mujer durante los últimos dos años (incluyendo a sí misma)

Sí conozco # ____ No conozco # ____ No responde # ____

4. ¿Ustedes creen que la mayoría de las personas reportan estos casos? Si es así, ¿A quién lo reporta? (al COCODE/COCOPRE, Alcalde Auxiliar, DMM, DEMI, otro) PNC, el Ministerio Público MP, o un Juzgado del Organismo Judicial)

- a. ¿Es frecuente que las personas denuncian estos casos? Si es así, ¿a quién? (al PNC, Ministerio Público, Juzgado, otro) Si no, ¿por qué?

5. ¿Se ha tomado acciones para prevenir/reducir la violencia contra la mujer? ¿Si es así, cuáles?

- a. ¿Qué (mas) hay que hacer para prevenir/reducir la violencia contra la mujer?

6. Por favor, levanta la mano si usted ha conocido un caso de abuso contra los niños/as durante últimos dos años.

Sí conozco # ____ No conozco # ____ No responde # ____

7. ¿Ustedes creen que la mayoría de las personas reportan estos casos? Si es así, ¿A quién lo reporta? (al COCODE/COCOPRE, Alcalde Auxiliar, DMM, DEMI, otro)

8. ¿Es frecuente que las personas denuncian estos casos? Si es así, ¿a quién? (al PNC, Ministerio Público, Juzgado, otro) Si no, ¿por qué?

9. ¿Se ha tomado acciones para prevenir/reducir la violencia contra los/as niños/as? ¿Si es así, cuáles?

- a. ¿Qué (mas) hay que hacer para prevenir/reducir la violencia contra los/as niños/as?

10. ¿Cómo se siente en nivel de seguridad general en su comunidad? Explique.

11. ¿Qué nivel de confianza tiene usted en la policía que le va a proteger? Explique.

a. ¿Y qué le va a responder a un delito o problema reportado? Explique.

Prevención

12. ¿Cómo están conformando el COCODE/COCOPRE?

a. ¿Cuáles son sus funciones y roles principales?

b. ¿Está el Alcalde Auxiliar en este COCODE/COCOPRE? ¿Por qué sí/no?

13. ¿El COCODE impulsa acciones para prevenir la violencia? Explique.

a. ¿Existen otros esfuerzos para prevenir la violencia? (proyectos de donantes o el gobierno, etc.)

b. Si es así, ¿cuáles son? ¿En qué medida están funcionando para lograr sus propósitos?

c. ¿Qué más habría que hacer para prevenir/reducir la violencia?

14. ¿Tiene alguna relación el COCODE con los/as jóvenes en la comunidad? Explique.

15. ¿Su comunidad cuenta con lugares y oportunidades para recreación y diversión sana para la juventud?

a. ¿Cuáles son? ¿En qué medida mantiene entretenidos a los/as jóvenes?

c. ¿Hace falta otros espacios y/o actividades para la juventud? Explique.

16. ¿Hay jóvenes de su comunidad quienes están estudiando educación escolar? ¿Cuántos? ¿Como lo ven?

17. ¿Hay jóvenes de su comunidad que están estudiando una formación técnica/vocacional? ¿Cuántos?

a. ¿Reciben alguna ayuda para esto? Si es así, ¿por parte de que entidad?

b. ¿Les parece buena y suficiente la formación?

c. ¿Es una formación que les permite generar ingresos por empleo o emprendimiento, hoy o después?

d. ¿Hay otras áreas técnicas que son importantes tener como opciones? Explique por favor.

18. ¿Coordinan con la municipalidad para diferentes proyectos que tiene en su comunidad?

a. ¿La municipalidad tiene un plan o una política para prevenir la violencia y migración? Lo/la conoce? ¿Como es? ¿Coordinan en algo para implementar el plan?

19. ¿En esta comunidad en algún momento han recibido charlas/información sobre prevención de violencia?

- a. Si es así, ¿por parte de que entidad?,
- b. ¿Ha contribuido a generar más conciencia sobre violencia y su prevención? Dar ejemplos.

Migración

20. ¿Usted siente que tiene un buen futuro aquí en su país? En una escala de 1-5 (5 muy buen, 1 muy malo) mostrando con esta cantidad de dedos, pero sin decirlo en voz alta.
- _____
21. ¿Usted siente que los jóvenes tienen un buen futuro aquí en su país? En una escala de 1-5 (5 muy buen, 1 muy malo) mostrando con esta cantidad de dedos, pero sin decirlo en voz alta.
- _____
22. ¿Hay oportunidades laborales/emprendimientos accesibles? ¿Cuáles? Explique.
23. ¿Hay mucha migración fuera del Municipio de esta comunidad/zona? ¿A otros municipios del país? ¿A México o a los Estados Unidos?
- a. ¿Qué es la razón principal para que la gente migra de aquí?
24. ¿Cuántos de ustedes tienen un familiar o amigo/a en los estados Unidos? ____
- a. ¿Cuántos de ustedes han intentado migrar? ____ ¿Cuántos fueron retornados? ____
 - b. ¿Alguno de ustedes tiene la intención de migrar? ¿Si es así, por qué motivo?
25. ¿Hay ayuda para las personas retornadas? ¿Qué tipo de ayuda? ¿Brindado por quién?
- a. Si no hay, ¿Qué tipo de ayuda es importante? Si hay, ¿hay otros apoyos necesarios?
26. ¿En esta comunidad en algún momento han recibido charlas/información sobre la migración irregular?
- a. Si es así, ¿por parte de que entidad?,
 - b. ¿Ha contribuido a generar más conciencia sobre violencia y su prevención? Dar ejemplos. ¿Qué más habría que hacer para reducir la migración irregular?
27. ¿Hay algo que Uds. recomendarían en cuanto a futuros apoyos de proyectos impulsados o promovidos por USAID para reducir las formas de violencia y para reducir la migración irregular a Estados Unidos? ¿Tiene algún comentario adicional?

¡Muchas gracias por su tiempo!

Evaluation of the Community Roots Activity (USAID/Guatemala)

Guía para Autoridades Municipales

Nombre del entrevistador: _____ Fecha: _____

Municipio _____ Departamento _____

Cargos en la Municipalidad _____

Fecha en que tomó posesión de este cargo _____

Objetivo de la entrevista

- Recoger información general acerca de las preguntas de evaluación de Raíces Comunitarias.

Introducción/Explicación

Nosotros somos un equipo independiente de USAID y de Raíces Comunitarias que está iniciando una investigación sobre los efectos de la implementación del mismo, tanto para entender cuales estrategias han sido más exitosas y las que han presentado retos para reducir la violencia y migración irregular como para identificar las mejores formas de medir estos cambios.

- Los nombres de ustedes son confidenciales en los reportes que se entregaran a la Misión USAID y al Proyecto, así es que siéntense libres para compartir todo lo que quieren.
- Queremos grabar la discusión con el propósito de asegurar que el equipo de evaluación capta toda la información; es solamente para nosotros y después todos los archivos se borrarán.
- Quisiéramos saber: si están de acuerdo en que grabemos la conversación.

1. ¿Cuál es el principal problema en tu municipio?
2. ¿Qué tipo de violencia más afecta a su municipio: violencia intrafamiliar; violencia de género; presencia de pandillas; tráfico y comercio de drogas; violencia escolar y/o otro tipo de actividades criminales?
3. ¿Cuál ha sido el vínculo/asociación de su municipalidad con las actividades de Raíces Comunitarias?
¿Desde cuándo?
4. ¿Quiénes han sido sus socios principales al nivel nacional, municipal y comunitario?
5. ¿Su municipalidad ha establecido una comisión inter-institucional para la prevención de la violencia y la migración (COMUPRES)?
6. ¿Su municipalidad ha desarrollado un Plan Municipal para la Prevención de la Violencia?
7. ¿Hay una política de prevención de la violencia? ¿En formación? ¿Aprobada? ¿En implementación?
¿Tiene presupuesto? ¿Cómo funciona?
8. ¿Su municipalidad ha desarrollado un Plan Municipal para la Prevención de la Migración?
9. ¿Hay una política de prevención de la violencia? ¿En formación? ¿Aprobada? ¿En implementación?
¿Tiene presupuesto? ¿Cómo funciona?

10. ¿Cuáles de las actividades principales que CR ha apoyado, considera más importantes:

- Conformación de COMUPRES
- Conformación de COCOPRES
- Educación en forma acelerada extraescolar
- Formación técnico-vocacional en Centros municipales o en INTECAP
- Recuperación de los espacios públicos para el uso sano del tiempo libre
- Programas de atención psicosocial -clínicas municipales-
- Programas para jóvenes migrantes retornados a través de Casa Nuestras Raíces.
- Apoyo a las Oficinas Técnicas Municipales DMM, OMNA, OMJ, DTM y coordinación con SVET y DEMI.
- Coordinación con la UPCV departamental y la PNC local

11. ¿Cuál es el nivel de confianza de la comunidad con la PNC?

- a. ¿Cuál es el nivel de confianza en el Ministerio Público?
- b. ¿Y con las autoridades municipales? ¿En el caso del DMM? OMJ? OMNA?

12. ¿El programa Raíces Comunitarias ha contribuido a algunos cambios en estos niveles de confianza en la PNC, ha mejorado la confianza?

- a. ¿Como se experimenta o mide esta nueva confianza?

13. ¿En su opinión, cual es el nivel de confianza entre la comunidad y las autoridades comunales (Alcalde Auxiliar, COCODE/COCOPRE)

14. ¿Hay otros proyectos de USAID y/o otros donantes con intervenciones en el municipio?

¿Cuáles son? ¿Algunos tienen intervenciones u objetivos semejantes a Raíces Comunitarias? (prevenir violencia, reducir migración irregular, formación técnica/vocacional, educación extra-escolar, equidad de género, etc.)

15. ¿Como es la situación económica del municipio, para estabilidad o movilidad de las personas para obtener empleo o generar ingresos a las familias?

16. ¿Esta municipalidad ¿experimenta una alta tasa de migración? ¿A dónde? ¿Cuál es la razón principal para la migración? (razones económicas, violencia, cambio climático, otras)

- a. ¿Hay una alta presencia de retornados?
- b. ¿Cuáles han sido las actividades comunitarias que se han desarrollado para los retornados? ¿Hay actividades/intervenciones a nivel municipal para retornados?

17. ¿Su municipalidad ha desarrollado asociaciones/alianza/colaboraciones efectivas con el sector privado en apoyo a la prevención de la violencia? Explique.
- a. ¿Cuáles han sido los principales resultados de estas asociaciones/ alianzas/ colaboraciones?
 - b. ¿Hace falta más alianzas con el sector privado u otras alianzas?
 - c. ¿Cuál ha sido los elementos de más impacto de estas actividades y cuáles son los principales desafíos?
18. ¿Cómo considera que tendrán sostenibilidad y seguimiento estas actividades del proyecto, cuando este finalice?
19. Pueden hacer comentarios, sugerencias o propuestas que la Misión de USAID y/o Visión Mundial pudieran tomar en cuenta para llevar a cabo otros proyectos con grupos comunitarios, con jóvenes potencialmente migrantes y con jóvenes retornados en Guatemala.

¡Muchas gracias por su tiempo!

Evaluation of the Community Roots Activity (USAID/Guatemala)

Guía para Autoridades Municipales de Malacatancito

Nombre del entrevistador: _____ Fecha: _____

Municipio _____ Departamento _____

Cargos en la Municipalidad _____

Fecha en que tomaron posesión de sus cargos _____

Objetivo de la entrevista para la Evaluación Final

- Recoger información general acerca de las preguntas de evaluación de Raíces Comunitarias.

Introducción/Explicación

Nosotros somos un equipo independiente de USAID y de Raíces Comunitarias que está iniciando una investigación sobre los efectos de la implementación del mismo, tanto para entender cuales estrategias han sido más exitosas y las que han presentado retos para reducir la violencia y migración irregular como para identificar las mejores formas de medir estos cambios.

- Los nombres de ustedes son confidenciales en los reportes que se entregaran a la Misión USAID y al Proyecto, así es que siéntense libres para compartir todo lo que quieren.
- Queremos grabar la discusión con el propósito de asegurar que el equipo de evaluación capta toda la información; es solamente para nosotros y después todos los archivos se borrarán.
- Quisiéramos saber: si están de acuerdo en que grabemos la conversación y en tomar fotografías.

1. ¿Cuáles consideran que son los principales problemas que tiene la población del municipio?

a. ¿Cuáles son los más apremiantes y urgentes de resolver?

2. ¿Cuáles son los principales desafíos que enfrentan ustedes como autoridades municipales?

3. ¿Piensan que existe una relación entre migración y violencia?

4. La Municipalidad de Malacatancito definió y promulgo una Política Pública Municipal de Prevención de la Violencia y el Delito en diciembre de 2019, con vigencia hasta el 2023.

a. ¿Cuáles son sus experiencias en la aplicación de esta Política Municipal?

b. ¿Cuál ha sido el impacto, en términos de disminuir actos o hechos violentos o delitos en el Municipio?

c. ¿Como ha funcionado la COMUPRE durante estos tres años de aplicación de la Política y cuales aprendizajes pueden compartir?

5. Malacatancito tiene 15 aldeas, 2 parajes y 38 caseríos, según información encontrada. ¿En cuantos lugares poblados se han conformado COCOPRES?
 - a. ¿Cómo identifican su funcionamiento?
 - b. ¿Cuáles son los mayores aciertos y cuales los mayores desafíos?
6. ¿Como es su apoyo con la UPCV de la PNC Departamental?
7. ¿Como es su relación y vinculación con la estación municipal de la Policía Nacional Civil?
8. ¿Su municipalidad ha desarrollado asociaciones/alianza/colaboraciones efectivas con el sector privado en apoyo a la prevención de la violencia?
9. ¿Quiénes han sido sus otros socios principales al nivel nacional, municipal y comunitario? Tanto gubernamentales como no-gubernamentales.
10. ¿Cuáles de las actividades principales que han desarrollado, considera más importantes:
 - Conformación del COMUPRE
 - Conformación de COCOPRES
 - Educación en forma acelerada extraescolar
 - Formación técnico-vocacional en Centros municipales o con otras entidades
 - Recuperación de los espacios públicos para el uso sano del tiempo libre
 - Programas de atención psicosocial -clínicas municipales-
 - Programas para jóvenes migrantes retornados a través de Casa Nuestras Raíces.
 - Apoyo a las Oficinas Técnicas Municipales DMM, OMNA, OMJ, DTM y coordinación con SVET y DEMI.
 - Coordinación con la UPCV departamental y la PNC local
11. En la definición de la Política Pública Municipal de Prevención indican cuales son los principales tipos de violencia que afectan al municipio.
 - a. ¿Continúan siendo estos mismos tipos violencia los que más afecta al municipio? ¿Alcoholismo y drogadicción, acoso escolar, violencia intrafamiliar? violencia de género, presencia de pandillas, tráfico y comercio de drogas, violencia escolar y/o otro tipo de actividades criminales?
12. ¿Cuál es el nivel de confianza de la comunidad en la PNC, en el Ministerio Publico, en las autoridades locales? ¿Coordinan con SVET, DEMI y los Juzgados del OJ?
13. ¿Con la aplicación de la Política Pública Municipal de Prevención se ha contribuido a generar algunos cambios en los niveles de confianza en la PNC, ha mejorado la confianza?

- a. ¿Como se experimenta o mide esta nueva confianza?
- 14. ¿Como es la situación económica del municipio, para estabilidad o movilidad de las personas para obtener empleo o generar ingresos a las familias?
- 15. ¿Esta municipalidad experimenta una alta tasa de migración? ¿Y presencia de retornados?
 - a. ¿Cuáles han sido las actividades comunitarias que se han desarrollado para los retornados?
- 16. ¿Han desarrollado alianzas/colaboraciones/asociaciones?
 - a. ¿Cuáles? ¿Cuáles han sido los principales resultados de estas asociaciones/ alianzas/ colaboraciones?
 - b. ¿Cuál ha sido los elementos de más impacto de estas actividades y cuáles son los principales desafíos?
- 17. ¿Como considera que tendrán sostenibilidad y seguimiento estas actividades de Prevención con el cambio de autoridades municipales, si es que hay cambio, en las próximas elecciones?
- 18. Como quizás conocen, existe el Proyecto Raíces comunitarias ejecutado por visión Mundial y financiado por USAID, que busca impulsar acciones y políticas de prevención de la violencia. ¿Podrían Ustedes compartir sus experiencias en la definición y aplicación de la Política Pública Municipal de Prevención, con las autoridades municipales de otros municipios?
- 19. Pueden hacer comentarios, sugerencias o propuestas para que la Misión de USAID y/o Visión Mundial pudieran tomar en cuenta para llevar a cabo otros proyectos para prevenir la violencia y trabajar con grupos comunitarios, con jóvenes potencialmente migrantes y con jóvenes retornados en Guatemala.

¡Muchas gracias por su tiempo!

Evaluation of the Community Roots Activity (USAID/Guatemala)

Guía para las Unidades de Prevención Comunitaria de la Violencia (UPCV) de la PNC al nivel Departamental

Nombre del entrevistador: _____ Fecha: _____ Lugar: _____

Objetivo de la Entrevista

Recoger información que responde a las preguntas de evaluación de Raíces Comunitarias.

Introducción/Explicación

Nosotros somos un equipo independiente de USAID y de Raíces Comunitarias que está iniciando una investigación sobre los efectos de la implementación del mismo, tanto para entender cuáles estrategias han sido más exitosas y las que han presentado retos para reducir la violencia y migración irregular como para identificar las mejores formas de medir estos cambios.

- Los nombres de ustedes son confidenciales así es que siéntense libres para compartir todo lo que quieren.
- Queremos grabar la discusión con el propósito de asegurar que el equipo de evaluación capta toda la información; es solamente para nosotros y después todos los archivos se borrarán.
- Quisiéramos saber: si están de acuerdo en que grabemos la conversación.

Puesto que ocupa dentro del Unidad de Prevención Comunitaria de la Violencia (UPCV) Departamental de la PNC _____

Tiempo de ocupar esta posición: Años _____ Meses _____ Genero M _____ F _____

I. ¿Qué tipo de violencia más afecta a su Departamento?

- Violencia intrafamiliar
- Violencia de género
- Tráfico de drogas
- Presencia de pandillas
- Extorsión
- Violencia escolar
- Otro tipo de actividades criminales ¿Como cuáles?

2. ¿Cuáles son las acciones principales que han puesto en funcionamiento en el Departamento suyo y en los municipios:
 - a. ¿Establecer una Política Municipal de Prevención de la Violencia? Si es así, ¿en cuantos municipios? Explique la política y como se implementa.
 - b. ¿Conformar la Comisión Municipal de Prevención COMUPRE? Si es así, ¿en cuantos municipios? Explique como funciona/como se implementa.
 - c. ¿Conformar Comisiones Comunitarias de Prevención COCOPRES? ¿En cuántas comunidades?
 - d. ¿Coordinar con la estación de PNC y los municipios para educar y sensibilizar a la población sobre las leyes de protección a la niñez y las mujeres? Explique con qué frecuencia y que como lo ven en cuanto a su efectividad.
 - e. ¿Concientizar a los jóvenes y las familias sobre los riesgos y peligros de la migración irregular fuera del país? ¿Si es así, como lo han hecho? ¿Por qué ha sido/no ha sido efectivo?
3. ¿Como considera que impactan y se aplican los Planes Municipales y Comunitarios de Prevención de la Violencia en las comunidades?
 - a. ¿Han contribuido a disminuir la violencia intrafamiliar y de genero? ¿En qué medida? (mucho, un poco, nada) ¿Cuáles actividades más han contribuido? Da ejemplos por favor. ¿Qué más habría que hacer?
 - b. ¿Han dado cohesión y apoyo social a cada comunidad? ¿En qué medida? (mucho, un poco, nada) ¿Cómo lo han hecho? Dar ejemplos. ¿Qué más habría que hacer?
 - c. ¿Han permitido que miembros de la PNC se acerquen en forma amigable? ¿En qué medida? (mucho, un poco, nada) ¿Cómo se ha logrado? ¿Qué más habría que hacer?
 - d. ¿Ha permitido reducir la migración irregular a los Estados Unidos? ¿En qué medida? (mucho, un poco, nada) ¿Cuáles actividades más han contribuido? ¿Qué más habría que hacer?
4. ¿Cuáles son mecanismos principales de trabajo articulado en materia de Prevención con las Comisarias? ¿Y con las estaciones y subestaciones de la Policía Nacional Civil?
5. ¿Han dado en su departamento cursos de capacitación para los agentes de la PNC al nivel municipal/local en el modelo de la policía comunitaria y la función preventiva de la PNC?
 - a. ¿Cuántos policías han sido capacitados del número total de agentes en su departamento? (si no sabe el número exacto, diga un numero o porcentaje estimado)
6. ¿Como describiría las relaciones entre la PNC y las comunidades locales? ¿Hay confianza?
7. ¿Ha mejorado los niveles de confianza a través de la implementación de políticas del modelo de policía comunitaria y prevención? (mucho, un poco, nada)
8. ¿Creen que la mayoría de las personas hacen denuncias a la PNC local?
 - a. ¿Qué tipo de delito más denuncian? ¿Por qué?

- b. ¿Qué tipo de delito menos denuncian? ¿Por qué?
9. ¿Se realizan más denuncias ahora que antes? Si es afirmativo, ¿a qué se debe?
- a. Más confianza en la Policía
 - b. Más conocimiento sobre cómo hacer una denuncia
 - c. Un aumento en los niveles de violencia y el delito
 - d. Otras razones ¿cómo cuáles?
10. ¿Cuáles son los mayores obstáculos para llevar a cabo/profundizar el modelo de la policía comunitaria en la PNC al nivel municipal/local? (falta de capacitación; falta de presupuesto; falta de confianza de la comunidad; rotación frecuente de personal; corrupción de algunos miembros de la PNC, otros).
11. ¿Desde cuándo ha tenido un vínculo/asociación de la UPCV-PNC de sus municipalidades con las actividades de Raíces Comunitarias?
10. En su opinión, ¿cómo considera que el proyecto Raíces Comunitarias impacta en las comunidades donde esta implementado?
- a. En disminuir la violencia de genero e intrafamiliar (mucho, un poco, nada)
 - b. En disminuir violencia de grupos delincuenciales (mucho, un poco, nada)
 - c. En la intención de migrar de jóvenes del municipio (mucho, un poco, nada)
 - d. En las organizaciones comunitarias para prevenir la violencia (mucho, un poco, nada)
 - e. En las organizaciones comunitarias para prevenir migración irregular (mucho, un poco, nada)
 - f. En atender personas retornadas de migrar (mucho, un poco, nada)
 - g. Impacto en atender con ayuda psicosocial a personas afectadas por violencia
(mucho, un poco, nada)
12. ¿Considera que las acciones de prevención podrán continuar al finalizar el proyecto Raíces Comunitarias? ¿Por qué sí/no?
- a. ¿Como se podría asegurar o fortalecer la probabilidad que continúan?
13. ¿Cuál es su valoración general del impacto del proyecto Raíces Comunitarias en los municipios cubiertos por el proyecto? (mucho impacto, mediano impacto, un poco de impacto, nada de impacto).
- a. ¿Cómo se podría generar más impacto?

- I4. Pueden hacer comentarios, sugerencias, o propuestas que la Misión de USAID y/o Visión Mundial pudieran tomar en cuenta para llevar a cabo otros proyectos con grupos comunitarios con jóvenes potencialmente migrantes y con jóvenes retornados en Guatemala.

¡Muchas gracias por su tiempo!

Evaluation of the Community Roots Activity (USAID/Guatemala)

Guía para Entrevistas con los Agentes de la PNC al nivel Local

Nombre del entrevistador: _____ Fecha: _____ Lugar: _____

Objetivo de la Entrevista

- Recoger información que responde a las preguntas de evaluación de Raíces Comunitarias

Introducción/Explicación

Nosotros somos un equipo independiente de USAID y de Raíces Comunitarias que está iniciando una investigación sobre los efectos de la implementación del mismo, tanto para entender cuáles estrategias han sido más exitosas y las que han presentado retos para reducir la violencia y migración irregular.

- Los nombres de ustedes son confidenciales así es que siéntense libres para compartir todo lo que quieren.
- Queremos grabar la discusión con el propósito de asegurar que el equipo de evaluación capta toda la información; es solamente para nosotros y después todos los archivos se borrarán.
- Quisiéramos saber: si están de acuerdo en que grabemos la conversación.

Municipalidad: _____

Rango/título de cargo: _____

Tiempo en su actual puesto: Años ____ Meses ____

Género: M ____ F ____

Actual ambiente municipal y comunitario

1. ¿Cuáles piensa usted que son los problemas más acuciantes o delicados que enfrenta la comunidad donde trabaja? ¿Ausencia o carencia de oportunidades económicas, violencia, falta de educación, falta de salud, u otros?
2. ¿Qué clase de violencia o de hechos criminales son lo que más afectan al municipio? ¿Violencia intrafamiliar, violencia de género, violencia por las pandillas, extorsiones, violencia escolar u otras formas de violencia?
3. ¿Cómo describe los niveles de migración en el municipio: ¿alto, medio, o bajo?
4. ¿Tienen en el municipio una Política Pública Municipal de Prevención de la Violencia?
 - a. ¿Existe una Comisión Municipal de Prevención? ¿Comisiones Comunitarias de Prevención?
 - b. ¿Tienen estas Comisiones planes de prevención contra la violencia y la migración?

Desempeño de sus deberes y responsabilidades profesionales

5. ¿Cuáles son sus principales responsabilidades profesionales con el municipio/comunidad?
6. ¿Cómo describiría la distribución del tiempo asignado a las diferentes responsabilidades (emergencias, quejas, patrullaje, detenciones, reporte de incidentes, relaciones con la comunidad)?
 - a. ¿Qué absorbe la mayor parte de su tiempo en servicio activo?
7. ¿Cuál considera que es el tiempo promedio para atender emergencias y reclamos?
8. ¿Cuál es el procedimiento para atender denuncias relacionadas con violencia intrafamiliar, violencia de género?
 - a. ¿Cree que la mayoría de los casos son denunciados? ¿Por qué o por qué no?
 - b. ¿Cree que la mayoría de la gente sabe cómo denunciar este tipo de casos?
9. ¿Ve una reducción, un aumento o ningún cambio en los niveles de violencia intrafamiliar y de género en su comunidad desde que ha estado de servicio aquí?
10. ¿Cuáles son los mayores obstáculos para llevar a cabo sus funciones profesionales (falta de presupuesto, falta de capacitación, falta de confianza de la comunidad, rotación frecuente de personal, etc.)?
11. ¿Hay altas tasas de migración en esta área? ¿Hay muchos retornados? ¿Tienen algún apoyo? Si es así, ¿por parte de que entidad?

Relaciones con la comunidad local

12. En su opinión, ¿cómo describiría las relaciones entre la PNC y la comunidad local? ¿Hay confianza? ¿Por qué o por qué no?
 - a. ¿Ha mejorado los niveles de confianza y confianza? ¿Cómo mide la confianza o la falta de ella?
 - b. ¿Su subestación cuenta con una política para fortalecer las relaciones comunitarias y en qué consiste?
13. En su opinión, ¿qué se puede hacer para mejorar las relaciones entre la PNC y la Comunidad?
14. ¿Se realizan más denuncias ahora que antes? Si es así, ¿a qué se debe?
15. ¿Cuál es su relación con el COCOPRE? ¿Con el CODODE? ¿Con el COMUPRE?
16. Existe una política nacional, MOPSIC, para introducir un modelo de policía comunitaria en el trabajo policial. ¿Ha recibido alguna capacitación en esta materia?
 - a. A su entender, ¿qué es “Vigilancia Comunitaria”?

Prevención

17. ¿Cuáles son las principales acciones de prevención de la violencia y el delito que se realizan en su Comunidad?
 - a. ¿Están vinculada a un Plan de Prevención de Violencia?
18. ¿Ha recibido alguna capacitación en el área de prevención? (ADAPT Plus y Plus Junior)
 - a. ¿Ha utilizado la Metodología ADAPT Plus y Plus Junior con la comunidad o las escuelas?
19. ¿Participa en alguna actividad relacionada con este plan de Prevención Comunitaria de Violencia?
20. ¿Participa en alguna actividad relacionada con este plan de Prevención Comunitaria de Violencia?
 - a. ¿Coordinar con la UPCV para educar y difundir información sobre las leyes que protegen a las mujeres y los niños?
 - b. ¿Educación y sensibilización sobre los peligros de la migración ilegal?
 - c. ¿Participa en alguna actividad comunitaria cultural, deportiva o de reparación de infraestructura?
21. ¿Conoce el programa/actividad Raíces Comunitarias de USAID y sus actividades para reducir la violencia y la migración irregular?
22. En caso afirmativo, en su opinión, ¿han contribuido estas actividades a reducir los niveles de violencia y/o migración? ¿Cómo?
23. ¿Existen programas similares financiados por la asistencia internacional que contribuyan a los mismos objetivos?

¡Muchas gracias por su tiempo!

Evaluation of the Community Roots Project (USAID/Guatemala)

Guía de entrevista para field staff de los implementadores

(facilitadoras, formadoras, o mentoras)

Organización en la que trabaja: _____

Puesto que ocupa: _____

Tiempo que lleva de ocupar el puesto: (anotar meses y años) _____

Lugar donde trabaja con los jóvenes: (municipio y departamento) _____

Nombre de la persona entrevistadora: _____ Fecha: _____

Objetivo del Grupo Focal/Entrevista

- Recoger información que responde a las preguntas de evaluación de Raíces Comunitarias.

Introducción/Explicación

Somos un equipo independiente de USAID y del Proyecto Raíces Comunitarias y estamos investigando los impactos de la implementación del Proyecto para identificar cuáles estrategias han sido las más exitosas y cuáles las que más retos han presentado para que las comunidades se identifiquen y apropien de las acciones de prevención de la violencia y de la migración irregular. Al mismo tiempo conocer si las y los jóvenes que se han logrado formar y han conseguido encontrar empleo/autoempleo como medios de vida para ellos/ellas y sus familias. Por esta razón, estamos hablando con personas que participan en las diversas actividades de Raíces Comunitarias.

- Esta entrevista debe tomar entre media hora y cuarenta minutos, máximo.
- Es Importante hacer ver que la entrevista trata de mejorar los procesos de formación y capacitación de los grupos comunitarios y municipales que conforman las COMUPRES y las COCOPRES, así como las acciones con las personas retornadas. Se busca aprender de los aciertos, potenciar los resultados alcanzados y corregir las fallas o errores que pudieran haberse dado. No se trata de calificar instituciones o personas, sino valorar los logros obtenidos, tomando en cuenta las dificultades enfrentadas durante la puesta en ejecución del Proyecto.
- Su información personal es confidencial así que siéntanse con la libertad de compartir todo lo que quieran. Su nombre no será utilizado en el reporte de evaluación y cualquier información que pueda identificarle será removida.
- Quisiéramos grabar la entrevista con el propósito de asegurar que el equipo de evaluación capte toda la información; es solamente para nosotros y después, todos los archivos serán borrados.
- Quisiéramos saber: 1) si está de acuerdo en participar y 2) si está de acuerdo en que grabemos la conversación.

Favor de decir su nombre antes de hablar para saber quién dice que. Aunque estemos grabando, en nuestro reporte no utilizaremos sus nombres reales.

Generalidades

1. ¿Cuáles dos de las principales actividades realizadas por el Proyecto considera las más importantes y cuales dos las que mayores desafíos han tenido?
 - Atención educativa para las y los jóvenes
 - Formación técnica con el apoyo de la Municipalidad o de otras instituciones
 - Atención psicosocial a las y los jóvenes
 - Recuperación de espacios públicos para uso sano del tiempo libre
 - Atención a los migrantes retornados a través de Casa Nuestra Raíces
 - Coordinar las acciones que Visión Mundial y RTI les solicitan
 - Capacitar y acompañar a los grupos municipal y comunitarios COMUPRES y COCOPRES en género e inclusión, y aspectos culturales.
 - Coordinar y acompañar a las autoridades municipales y de la PNC en las acciones del Proyecto.
2. ¿Tiene algún papel con el proceso de formación de los COCOPRES y COMUPRE? Si es así, explique.
3. ¿Cuál es su papel con los jóvenes que participan en Raíces Comunitarias? (Instructor/a de un área técnica, formador/a de un área académica, orientador/a o mentor/a, asesor/a de otras/otros instructores y formadores de jóvenes)
 - a. Si usted da seguimiento a los/as jóvenes, ¿Cuántos/as tiene a su cargo? ¿Tiene tiempo suficiente para todos?
 - b. ¿Cuáles son sus necesidades principales? ¿Los acompañan si son víctimas de violencia o saben de un caso? Explique.

Enfoques prometedores y desafíos

4. ¿Cómo considera que ha sido su experiencia con las y los jóvenes que ha preparado o que está preparando actualmente?
 - a. ¿Cuáles son los aciertos y ventajas con los jóvenes que no han migrado? ¿Cuáles son los inconvenientes?
 - b. ¿Cuáles son los aciertos y ventajas con los jóvenes que migraron y retornaron? ¿Cuáles son los inconvenientes?

5. ¿La coordinación entre las diferentes organizaciones socias que implementan el Proyecto, ha facilitado alcanzar las metas y los resultados esperados? Por favor, dé ejemplos de coordinación efectiva hacia las metas y/o ejemplos de oportunidades de coordinación no realizadas.
 - b. ¿Podrían hacerse más efectivas la comunicación y la relación con las autoridades municipales y con la PNC para un mejor servicio y atención a los jóvenes? Explique por favor.
5. ¿Cuál ha sido su experiencia en la necesidad que tienen y en facilitar la atención psicosocial a quienes lo necesitan y demandan?
 - a. Si ha habido deserción, ¿cuál ha sido la razón principal?
 - b. ¿Qué ha hecho usted y/o el Proyecto para evitar la deserción? ¿Ha funcionado?
6. ¿Cuáles son los comentarios que han hecho los y las jóvenes sobre el proceso de formación y acompañamiento para el uso sano del tiempo libre y para reducir la violencia?
 - a. Explique. Dé ejemplos por favor. ¿Y Cuáles son los comentarios sobre la formación y las alternativas de educación y para obtener empleo y emprendimiento que les proporciona el Proyecto?
7. ¿Conoce la experiencia de jóvenes egresados/egresadas del Proyecto Raíces Comunitarias que se encuentren trabajando en una empresa? ¿Piensa que siguen teniendo el deseo de migrar o ya no lo tienen?
 - a. ¿Cuál cree usted que es el nivel de satisfacción o de logro de los jóvenes que tienen emprendimientos? Explique y dé ejemplos.
 - b. ¿Las mujeres tienen las mismas oportunidades que los hombres ante las opciones de empleo y emprendimiento? Elabore por favor.
8. ¿Cuál es la experiencia de jóvenes egresados/egresadas del Proyecto que impulsan un emprendimiento? ¿Tienen apoyo de los padres y madres de familia?
 - a. ¿De lo que usted conoce, estos emprendimientos han alcanzado la sostenibilidad en el tiempo?
 - b. ¿Cuáles son ejemplos de los emprendimientos más exitosos? ¿Y de algunos menos exitosos?
 - c. ¿Qué apoyo necesitan las y los jóvenes para hacer y tener un emprendimiento exitoso? ¿Han recibido este apoyo? ¿De quién y cómo? ¿Si no lo han recibido, por qué no?
9. Las y los facilitadores, instructores y mentores, como usted, ¿han recibido retroalimentación de parte de las y los jóvenes sobre la formación y el apoyo recibidos del Proyecto?
 - a. ¿Qué es lo que más valoran o reconocen los y las jóvenes de lo que el Proyecto les ha proporcionado para sus vidas?

10. ¿Cuál es su nivel de satisfacción por el trabajo que han realizado los miembros de los COCOPRES, de las autoridades municipales, de la PNC y de otros implementadores como INTECAP o Funcafé, con las y los jóvenes? ¿Considera conveniente algún refuerzo de capacitación adicional para los adultos y los jóvenes?
11. ¿Considera que las acciones del Proyecto pueden tener sostenibilidad en el tiempo, después que finalice el Proyecto? ¿Se debería realizar algunas acciones para lograrlo?

Adaptación de intervenciones a subgrupos

12. ¿Cree que el proyecto ha hecho un esfuerzo adecuado para reclutar jóvenes con discapacidad? ¿jóvenes de varias etnias?
- a. ¿Cómo ha sido la aceptación de personas con discapacidades?
- b. ¿Y por parte de las autoridades municipales y del personal de la PNC?

Consideraciones para proyectos futuros con objetivos similares

13. Pueden hacer comentarios, sugerencias o propuestas que la Misión de USAID y/o Visión Mundial pudieran tomar en cuenta para llevar a cabo otros proyectos con grupos comunitarios, con jóvenes potencialmente migrantes y con jóvenes retornados en Guatemala.

¡Muchas Gracias por su tiempo!

Cuestionario para jóvenes participantes de Raíces Comunitarias

Sexo: F____ M____ Edad:____ Nivel educativo (ultimo año aprobado): _____

Lengua materna_____ Etnicidad: Maya____ Mestizo____ Otro____

Tiempo que ha participado en actividades de Raíces Comunitarias: Años____ Meses____

Participación en actividades impulsadas por Raíces Comunitarias:

Formación extraescolar: Sí____ No____ Grados/niveles aprobados: _____

Formación técnica-vocacional: Sí____ No____ Área técnica: _____ Horas____

¿Ya concluyó? Sí____ No____ ¿Recibió certificado? Sí____ No____

Actividades recreacionales, culturales y/o deportivas: Sí____ No____ ¿Cuales? _____

1. ¿Cómo es la situación de estos tipos de violencia en su comunidad, en una escala de 1-5? (5 es muy alta, 1 es muy baja):

Contra la mujer____ Contra los/as niños/as____ Entre familias____ Maras o pandillas____

Asaltos/robos____ Extorsiones _____

2. ¿Usted ha sido víctima de uno de estos tipos de violencia en el último año? (chequea lo que aplica):

Contra la mujer____ Contra los/as niños/as____ Entre familias____ Maras o pandillas____

Asaltos/robos____ Extorsiones _____

3. ¿Usted conoce alguien que ha sido víctima de uno de estos tipos de violencia en el último año? (chequea lo que aplica): Contra la mujer____ Contra los/as niños/as____ Entre familias____ Maras o pandillas____ Asaltos/robos____ Extorsiones _____

4. ¿Las personas saben dónde y cómo reportar casos de violencia? Sí____ No____ No sé____

a. ¿La mayoría lo hacen? Sí____ No____ No sé____

5. ¿Las personas tienden a reportar casos de violencia? Considera los siguientes casos:

a. Contra la mujer: Sí____ No____ No sé____ b. Contra los/as niños/as: Sí____ No____ No sé____ c. Entre familias: Sí____ No____ No sé____ d. Maras: Sí____ No____ No sé____

e. Asaltos/robos: Sí____ No____ No sé____ f. Extorsiones Si ____ No____ No sé____

6. ¿Las personas saben dónde y cómo denunciar casos de violencia a autoridades legales?

Sí___ No___ No sé___

a. ¿La mayoría lo hacen? Sí___ No___ No sé___

7. ¿Las personas tienden a denunciar casos de violencia? Considera los siguientes casos:

a. Contra la mujer: Sí___ No___ No sé___ b. Contra los/as niños/as: Sí___ No___ No sé___ c. Entre familias: Sí___ No___ No sé___ d. Maras: Sí___ No___ No sé___

e. Asaltos/robos: Sí___ No___ No sé___ f. Extorsiones Si ___ No___ No sé___

8. ¿Usted reportaría un caso de violencia? Considera los siguientes casos:

a. Contra la mujer: Sí___ No___ No sé___ b. Contra los/as niños/as: Sí___ No___ No sé___ c. Entre familias: Sí___ No___ No sé___ d. Maras: Sí___ No___ No sé___ e. Asaltos/robos: Sí___ No___ No sé___ f. Extorsiones Si ___ No___ No sé___

9. ¿Usted denunciaría un caso de violencia a las autoridades? Considera los siguientes casos:

a. Contra la mujer: Sí___ No___ No sé___ b. Contra los/as niños/as: Sí___ No___ No sé___ c. Entre familias: Sí___ No___ No sé___ d. Maras: Sí___ No___ No sé___ e. Asaltos/robos: Sí___ No___ No sé___ f. Extorsiones Si ___ No___ No sé___

10. ¿Cómo se siente en nivel de seguridad general en su comunidad?

Muy segura___ Un poco segura___ Nada segura___

11. ¿Qué nivel de confianza tiene usted en la policía que le va a proteger?

Mucha___ Un poco___ Nada___

12. ¿Qué nivel de confianza tiene usted en la policía que le va a responder a un delito o problema reportado? Mucha___ Un poco___ Nada___

13. ¿Usted conoce el COCOPRE de su comunidad y su rol? Si___ No___

14. ¿Usted conoce el plan comunitario de reducción de violencia y migración? Si___ No___

15. ¿En qué medida el plan contribuye a prevenir/reducir la violencia? Bastante___ Un poco___ Nada___

16. ¿En qué medida el plan contribuye a prevenir/reducir la migración? Bastante___ Un poco___ Nada___

17. ¿Hay más conciencia sobre la violencia y como denunciarla? Bastante___ Un poco___ Nada___

18. ¿En qué medida hay más conciencia sobre los derechos de la mujer? Bastante___ Un poco___ Nada___

19. ¿En qué medida hay más conciencia sobre la equidad de género? Bastante___ Un poco___ Nada___

20. ¿Su comunidad cuenta con lugares y oportunidades para recreación y diversión sana para la juventud? Bastante___ Un poco___ Nada___

21. ¿En cuáles actividades impulsadas por el COCOPRE ha participado:

Charlas__ Actividades recreacionales__ Otras__ (cuáles_____) Ninguna__

22. ¿Cuáles actividades impulsadas por el COCOPRE ha apoyado o liderado:

Charlas__ Actividades recreacionales__ Otras__ (cuáles_____) Ninguna__

23. ¿Usted siente que tiene un buen futuro aquí en su país? Bueno__ Mediano__ Nada bueno__

24. ¿Hay oportunidades laborales/emprendimientos accesibles? Bastante__ Un poco__ Nada__

25. ¿Tiene un familiar o amigo/a en los Estados Unidos? Sí__ No__

26. ¿Como es la situación económica de su grupo familiar?

Buena__ Mediana__ Nada buena__

27. ¿Usted ha tenido la intención de migrar en algún momento? Si__ No__

a. por la situación económica familiar? Si__ No__

b. por experimentar alguna forma de violencia Si__ No__

28. ¿Usted ha intentado migrar? Sí__ No__ ¿Fue retornado? Sí__ No__

29. ¿Aún tiene la intención de migrar? Si__ No__ No sé__

¡Muchas gracias por su tiempo!

Cuestionario para jóvenes que no participan en Raíces Comunitarias

Sexo: F____ M____ Edad: ____ Nivel educativo (ultimo año cumplido): _____

Lengua materna _____ Etnicidad: Maya____ Mestizo____ Otro____

¿Beneficia de alguno proyecto (donante/gobierno) que ofrece educación/formación u otra ayuda?

No____ Si____ Si es así, ¿cuál?: _____ ¿Cuánto tiempo?: Años____ Meses____

Formación extra-escolar: Sí____ No____ Grados/niveles aprobados: _____

Formación técnica-vocacional: Sí____ No____ Área técnica: _____ Horas____

¿Ya concluyó? Sí____ No____ ¿Dan certificado? Sí____ No____

1. ¿Cómo es la situación de estos tipos de violencia en su comunidad, en una escala de 1-5? (5 es muy alta, 1 es muy baja):

Contra la mujer____ Contra los/as niños/as____ Entre familias____ Maras____ Asaltos/robos____

2. ¿Usted ha sido víctima de uno de estos tipos de violencia en el último año? (chequea lo que aplica):

Contra la mujer____ Contra los/as niños/as____ Entre familias____ Maras____ Asaltos/robos____

3. ¿Usted conoce alguien que ha sido víctima de uno de estos tipos de violencia en el último año? (chequea lo que aplica):

Contra la mujer____ Contra los/as niños/as____ Entre familias____ Maras____ Asaltos/robos____

4. ¿Las personas saben dónde y cómo reportar casos de violencia? Sí____ No____ No sé____

a. ¿La mayoría lo hacen? Sí____ No____ No sé____

5. ¿Las personas tienden a reportar casos de violencia? Considera los siguientes casos:

a. Contra la mujer: Sí____ No____ No sé____ b. Contra los/as niños/as: Sí____ No____ No sé____ c. Entre familias: Sí____ No____ No sé____ d. Maras: Sí____ No____ No sé____

e. Asaltos/robos: Sí____ No____ No sé____ f. Extorsiones Si ____ No____ No sé____

6. ¿Las personas saben dónde y cómo denunciar casos de violencia a autoridades legales?

Sí____ No____ No sé____

a. ¿La mayoría lo hacen? Sí____ No____ No sé____

7. ¿Las personas tienden a denunciar casos de violencia? Considera los siguientes casos:

- a. Contra la mujer: Sí___ No___ No sé___ b. Contra los/as niños/as: Sí___ No___ No sé___ c.
Entre familias: Sí___ No___ No sé___ d. Maras: Sí___ No___ No sé___
- e. Asaltos/robos: Sí___ No___ No sé___ f. Extorsiones Si ___ No___ No sé___
8. ¿Usted reportaría un caso de violencia? Considera los siguientes casos:
- a. Contra la mujer: Sí___ No___ No sé___ b. Contra los/as niños/as: Sí___ No___ No sé___ c.
Entre familias: Sí___ No___ No sé___ d. Maras: Sí___ No___ No sé___ e.
Asaltos/robos: Sí___ No___ No sé___ f. Extorsiones Si ___ No___ No sé___
9. ¿Usted denunciaría un caso de violencia a las autoridades? Considera los siguientes casos:
- a. Contra la mujer: Sí___ No___ No sé___ b. Contra los/as niños/as: Sí___ No___ No sé___ c.
Entre familias: Sí___ No___ No sé___ d. Maras: Sí___ No___ No sé___ e.
Asaltos/robos: Sí___ No___ No sé___ f. Extorsiones Si ___ No___ No sé___
10. ¿Cómo se siente en nivel de seguridad general en su comunidad?
- Muy segura___ Un poco segura___ Nada segura___
11. ¿Qué nivel de confianza tiene usted en la policía que le va a proteger?
- Mucha___ Un poco___ Nada___
12. ¿Qué nivel de confianza tiene usted en la policía que le va a responder a un delito o problema reportado? Mucha___ Un poco___ Nada___
13. ¿Qué nivel de conciencia hay en su comunidad sobre la violencia y como denunciarla?
- Bastante___ Un poco___ Nada___
14. ¿Qué nivel de conciencia hay en su comunidad sobre los derechos de la mujer?
- Bastante___ Un poco___ Nada___
15. ¿Qué nivel de conciencia hay en su comunidad sobre la equidad de género?
- Bastante___ Un poco___ Nada___
16. ¿Su comunidad cuenta con lugares y oportunidades para recreación y diversión sana para la juventud? Bastante___ Un poco___ Nada___
17. ¿Usted siente que tiene un buen futuro aquí en su país? Bueno___ Mediano___ Nada bueno___
18. ¿Hay oportunidades laborales/emprendimientos accesibles? Bastante___ Un poco___ Nada___
19. Tiene un familiar o amigo/a en los estados Unidos? Sí___ No___
20. ¿Usted ha intentado migrar? Sí___ No___ ¿Fue retornado? Sí___ No___

21. ¿Usted ha tenido la intención de migrar en algún momento? Si___ No___

22. ¿Aún tiene la intención de migrar? Si___ No___ No sé___ No sé___ Si es así, ¿por qué motivo?

Razones económicas___ Extorciones___ Maras___ Otro tipo de violencia___ Otro motivo___

¡Muchas gracias por su tiempo!

Cuestionario para las personas que constituye enlace municipal con Raíces Comunitarias

Puesto que ocupa dentro del Gobierno municipal al que pertenece_____

Tiempo de ocupar esta posición años_____ meses _____

Tiempo que tiene de constituir el enlace entre Raíces Comunitarias y la Municipalidad donde labora:
años_____ meses _____

I. ¿Cuáles son las acciones principales que han puesto en funcionamiento en el Municipio y su nivel de relevancia?

a. Establecer una Política Municipal de Prevención de la Violencia:

Muy relevante_____ Medio relevante_____ un poco relevante_____ Nada relevante_____

b. Conformar la Comisión Municipal de Prevención COMUPRE

Muy relevante_____ Medio relevante_____ un poco relevante_____ Nada relevante_____

c. Conformar Comisiones Comunitarias de Prevención COCOPRES

Muy relevante_____ Medio relevante_____ un poco relevante_____ Nada relevante_____

d. Apoyar a los jóvenes en concluir su educación con métodos alternativos

Muy relevante_____ Medio relevante_____ un poco relevante_____ Nada relevante_____

e. Apoyar a los jóvenes en capacitación técnica para el empleo o emprendimiento

Muy relevante_____ Medio relevante_____ un poco relevante_____ Nada relevante_____

f. Coordinar acciones deportivas y culturales para el uso sano del tiempo libre

Muy relevante_____ Medio relevante_____ un poco relevante_____ Nada relevante_____

g. Coordinar con la estación de PNC y la Unidad de Prevención del Delito UPNV para educar y sensibilizar a la población sobre las leyes de protección a la niñez y las mujeres.

Muy relevante_____ Medio relevante_____ un poco relevante_____ Nada relevante_____

h. Concientizar a los jóvenes y las familias sobre los riesgos y peligros de la migración irregular fuera del país.

Muy relevante_____ Medio relevante_____ un poco relevante_____ Nada relevante_____

i. Mejorar la infraestructura municipal y comunitaria para la formación, capacitación y sano esparcimiento de los jóvenes del municipio.

Muy relevante_____ Medio relevante_____ un poco relevante_____ Nada relevante_____

j. Apoyo psicosocial a las personas necesitadas de este servicio en clínicas específicas.

Muy relevante___ Medio relevante___ un poco relevante___ Nada relevante___

2. ¿Cuál es la situación de la municipalidad donde labora con respecto a una Política Municipal de Prevención: (anotar la opción que mejor aplica)

a. Se tiene definida y presupuestada _____

b. Se está definiendo y en proceso de aprobar y publicar _____

c. Se tienen planes para proponerla _____

d. Se encuentra en fase de análisis _____

e. No se tiene dentro de los actuales planes de la política municipal _____

3. ¿Cómo considera que las intervenciones de Raíces Comunitarias inciden para bajar los niveles de violencia en las comunidades donde trabaja?

(Anotar el nivel que considera que cada una impacta) para cada aspecto)

a. La conformación y fortalecimiento del COCOPRES: Alto ___ Medio ___ Bajo ___

b. La asistencia al COCOPRES para hacer e implementar el Plan de Prevención de Violencia y Migración: Alto ___ Medio ___ Bajo ___

c. Las charlas sobre delitos y la forma de denunciar: Alto ___ Medio ___ Bajo ___

d. La creación de espacios de recreación: Alto ___ Medio ___ Bajo ___

e. La instalación de luces en espacios oscuros (por parte del COCOPRE):

Alto ___ Medio ___ Bajo ___

f. La formación extra-escolar para los y las jóvenes: Alto ___ Medio ___ Bajo ___

g. La formación técnica/vocacional para los jóvenes: Alto ___ Medio ___ Bajo ___

4. ¿Cómo considera que las intervenciones de Raíces Comunitarias inciden para bajar los niveles de migración irregular en las comunidades donde trabaja?

(Para cada intervención, anotar el nivel de impacto que considera)

a. La conformación y fortalecimiento del COCOPRES: Alto ___ Medio ___ Bajo ___

b. La asistencia al COCOPRES para hacer e implementar el Plan de Prevención de Violencia y Migración: Alto ___ Medio ___ Bajo ___

c. Las charlas sobre migración irregular: Alto ___ Medio ___ Bajo ___

d. La creación de espacios de recreación: Alto ___ Medio ___ Bajo ___

- e. La formación extra-escolar para los y las jóvenes: Alto ____ Medio ____ Bajo ____
- f. La formación técnica/vocacional para los jóvenes: Alto ____ Medio ____ Bajo ____
5. ¿Hay otros proyectos en el municipio con objetivos semejantes a Raíces Comunitarias en cuanto a su enfoque en?
 - a. Disminuir la violencia: Sí__ No__ Si es así, ¿de cual donante/organización/entidad? ____
 - b. Disminuir la migración irregular: Sí__ No__ Si es así, ¿de cual donante/organización/ entidad? ____
 - c. Formación técnica/vocacional para jóvenes: Sí__ No__ Si es así, ¿de cual donante/ organización/entidad? ____
 - d. Formación extra-escolar: Sí__ No__ Si es así, ¿de cual donante/organización/entidad? ____
 - e. Equidad de género y derechos de la mujer: Sí__ No__ Si es así, ¿de cual donante/organización/ entidad? ____
 - f. Otro: _____ Sí__ No__ Si es así, ¿de cual donante/organización/entidad? ____
6. ¿Considera que las acciones de prevención podrán continuar al finalizar el Proyecto Raíces Comunitarias? Sí ____ No ____ Indicar la razón de su respuesta _____

7. ¿Cuál es su apreciación de la situación económica del municipio y del departamento, que permita a los jóvenes permanecer en el país y realizar su proyecto de vida sin necesidad de migrar?
(anotar la opción que mejor aplica)
 - a. Situación económica con posibilidad de retener a los jóvenes _____
 - b. Situación económica media para retener a unos, pero no a todos _____
 - c. Situación económica ajustada para retener a unos pocos _____
 - d. Situación económica difícil que no permite retenerlos _____
8. ¿Cuál es su apreciación de la situación de los jóvenes en este municipio?
 - a. Capaces de permanecer en el municipio porque pueden contar con educación:
Nivel alto ____ Nivel medio ____ Nivel bajo ____
 - b. Capaces de permanecer en el municipio porque pueden contar con formación técnica:
Nivel alto ____ Nivel medio ____ Nivel bajo ____
 - c. Preparados para vivir sin violencia y disponibles para apoyar a otros jóvenes:

Nivel alto ____ Nivel medio ____ Nivel bajo ____

- d. Preparados para incidir en el desarrollo del municipio y del departamento:

Nivel alto ____ Nivel medio ____ Nivel bajo ____

- e. Preparados para adaptar en situación incierta por condiciones externas (ej., violencia, cambio del motor económico del municipio, escasez de medios de vida, migración de miembros del grupo familiar):

Nivel alto ____ Nivel medio ____ Nivel bajo ____

9. ¿Cuál es su apreciación de la situación de los jóvenes atendidos y beneficiados en las comunidades cubiertas con las acciones del Proyecto Raíces Comunitarias?

- f. Capaces de permanecer en el municipio porque pueden contar con educación:

Nivel alto ____ Nivel medio ____ Nivel bajo ____

- g. Capaces de permanecer porque pueden contar con formación técnica:

Nivel alto ____ Nivel medio ____ Nivel bajo ____

- h. Preparados para vivir sin violencia y disponibles para apoyar a otros jóvenes

Nivel alto ____ Nivel medio ____ Nivel bajo ____

- i. Preparados para incidir en el desarrollo del municipio y del departamento:

Nivel alto ____ Nivel medio ____ Nivel bajo ____

- j. Preparados para adaptar en situación incierta por condiciones externas (ej., violencia, cambio del motor económico del municipio, escasez de medios de vida, migración de miembros del grupo familiar):

Nivel alto ____ Nivel medio ____ Nivel bajo ____

10. ¿Cuál es su valoración del impacto del Proyecto Raíces Comunitarias en las comunidades cubiertas por el proyecto por ahora?

Nivel muy alto ____ Nivel Alto ____ Nivel medio ____ Nivel bajo ____

11. ¿Cuál es su valoración del impacto del Proyecto Raíces Comunitarias en las comunidades cubiertas de largo plazo?

Nivel muy alto ____ Nivel Alto ____ Nivel medio ____ Nivel bajo ____

12. ¿Tiene comentarios, propuestas, o sugerencias a las organizaciones ejecutoras del Proyecto Raíces Comunitarias (Visión Mundial y RTI) y/o para la organización financiadora (USAID)?

ANNEX IV: SOURCES OF INFORMATION**Informant List Community Roots - Scoping Trip****August 8th to August 18th, 2022****CONSORTIUM MEMBER AND IMPLEMENTERS INTERVIEWEES**

Consortium Members		Position	Department	Municipality
1	World Vision	Director General CoP	Para todo el Proyecto	Guatemala
		Responsible de MEL		
		Comunicadora		
		Sub Directora y Administrativo Financiera		
2	Research Triangle Institute RTI	Directora General	Todo el país	Guatemala
		Gerente de Prevención Primaria de la violencia		
3	World Vision y RTI	Coordinadora Técnicos de Campo WV	Huehuetenango	Chiantla, Aguacatán, La Libertad, La Democracia y Cuilco
		Oficial de prevención primaria RTI		
		Oficial Genero e Inclusión WV		
		Oficial de Prevención Secundaria WV		
4	World Vision y RTI	Técnicos de Campo	San Marcos	San Marcos y San Pedro Sacatepéquez
Implementers		Position	Department	Municipality
1	FUNCAFÉ	Director General	Toda Guatemala	Guatemala
		Coordinador de técnicos de campo		
2	Centro de Estudios de Cooperación Internacional CECI	Directora Nacional		
		Oficial de Proyectos		
3	Rana Labs	Director Creativo	Guatemala	Guatemala
		Coordinadora de Formación digital		
Government Authorites		Position	Department	Municipality
1	Ministerio de Gobernación	3er Viceministro de Gobernación	Guatemala	Autoridad nacional
		Responsable de Prevención		
2	Policía Nacional Civil	Sub-Director General de Prevención del Delito PNC	Guatemala	Para todo el país
3	PNC Chiquimula	Ex Jefe de Delegación Chiquimula	Chiquimula	Chiquimula
		Jefe de la Unidad de Prevención		
		Agente de Prevención		
4	PNC Huehuetenango	Jefe de Prevención del Delito PNC Huehuetenango	Huehuetenango	Huehuetenango

	Municipal Councils	Position	Department	Municipality
1	Chiquimula Municipal Council and Director	3er Concejal Comisiones de mujer	Chiquimula	Chiquimula
		1er Concejal		
		Oficina Municipal de Protección de Niñez y Adolescencia		
2	Esquipulas Municipal Council	Concejal 1	Chiquimula	Esquipulas
		Concejal 2		
		Secretario Municipal		
		Directora de DMM		
3	Quezaltepeque Municipal Council	Concejal 1	Chiquimula	Quezaltepeque
		Concejal 2		
		Concejal 5		
		Síndico 1		
		Directora de DMM		
		Coordinadora de Madres viudas y soleras		
4	Chiantla Municipal Officials and Directors	Directora de DMM	Huehuetenango	Chiantla
		Técnica de la Comisión de Niñez y Adolescencia		
		Técnica de la Comisión de Educación		
		Coordinadora de Apoyo		
5	Aguacatán Municipal Council	Señor Alcalde Municipal	Huehuetenango	Aguacatán
		Concejal 2		
		Concejal 3		
		Síndico 1		
		Síndico 2		
		Directora de la DMM		
		Esposa del Alcalde		
6	San Pedro Sacatepéquez Municipal Council	Señor Alcalde Municipal	San Marcos	San Pedro Sacatepéquez
		Concejal 3		
		Directora DMM		
		Director de Juventud		
		Coordinador		
7	Colomba Costa Cuca Municipal Council	Señor Alcalde Municipal	Quetzaltenango	Colomba Costa Cuca
		Síndico 1		
		Oficina de Niñez y Adolescencia		
		Directora de la DMM		
		Oficina de Juventud		
		Oficina Municipal de Gob Comupre		

Grandes empresas socias		Posicion	Departamento	Cobertura
1	CORALSA Pizza Little Cesar y Wendy's	Encargada de proyección social	Guatemala	Alcance en todo el país
2	Banco G&T Continental	Responsable de servicio social	Guatemala	Alcance en todo el país
3	Radio Corporación de Noticias	Gerente y asistente de Gerencia de RCN	Guatemala	Alcance en todo el país
4	Grupo Hame	Coordinador de programas sociales	Guatemala	Alcance en donde opera el grupo Hame
5	Fundación Azteca	Gerente de la Fundación	Guatemala	Alcance en todo el país
Organizaciones locales asociadas		Posicion	Departamento	Cobertura
1	Cooperativa APOLO	Vicepresidente Gerente Comercial Tecnico de campo	Chiquimula	Olopa
2	Asociación de Mujeres Olopenses AMO	Presidenta	Chiquimula	Olopa
3	Fundación Misericordia	Gerente Presidente Tesorera	Chiquimula	Esquipulas
4	CEDIMUJER - Aguacatán	Presidenta y Representante Legal Secretaria Vocal 2 Dos participantes de los programas	Huehuetenango	Aguacatán
COCOPRES		Position	Department	Municipality
1	Cocopre Comunidad Maraxco	Asistieron 9 personas Presidente - Vicepresidenta Tesorera Vocal 1 Vocal 2 Vocal 3 Otros miembros	Chiquimula	Chiquimula -Maraxco
2	Cocopre Aldea Sabana Grande	Asistieron 8 personas Presidente hombre y 7 mujeres mas	Chiquimula	Chiquimula - Sabana Grande
3	Cocopre Aldea Chanmagua y Directiva de Fundación Misericordia	Asistieron 6 personas I Sindico del Concejo Municipal Presidente de Cocode Vocal I Cocopre Gerente de Fundación Presidente de Fundación Tesorera de Fundación	Chiquimula	Esquipulas - Aldea Chanmagua
4	Cocopre y Cocode Aldea Tituque	Asistieron 4 personas Presidente Cocode Vicepresidente Cocode Presidenta Cocopre Vocal I Cocopre	Chiquimula	Olopa - Tituque
5	Cocopre Aldea Laguna de Cayur	Asistieron 6 personas Presidente Cocode Presidente Cocopre Vicepresidente Cocopre Secretaria Cocopre Vocal I Vocal 2	Chiquimula	Olopa - Laguna de Cayur
6	Cocopre Aldea Barrio La Esperanza y Aldea Patzalan	Asistieron 3 personas Presidente y Vicepresidente del Barrio La Esperanza Vicepresidente de Aldea Patzalan	Huehuetenango	Aguacatán - Barrio La Esperanza y Aldea Patzalan

7	Cocopre Comunidad San Rafael Soche	Asistieron 4 personas Presidente Secretario Tesorero I Tesorera 2	San Marcos	San Pedro Sacatepéquez Aldea San Rafael Soche
8	Cocopre Área Urbana de Colomba	Asistieron 5 personas Presidente Vicepresidenta Tesorera Vocal I Vocal 2	Quetzaltenango	Colomba Casco Urbano
9	Cocopres de Totonicapán Área Urbana y Cantón Chuanoj	Asistieron 5 personas Dos Presidentes Vicepresidente Secretaria Presidenta de ASLUD	Totonicapán	Zona 2 del área urbana de Totonicapán y Cantón Chuanoj
Grupos de jóvenes		Position	Department	Municipality
1	Comunidad Maraxco	Asistieron 9 jóvenes	Chiquimula	Chiquimula -Maraxco
2	Varias comunidades de Esquipulas	Asistieron 11 jóvenes: 7 mujeres y 4 hombres	Chiquimula	Esquipulas - Parque Chatun
3	Jóvenes Aldea Tituque	Asistieron 4 personas	Chiquimula	Olopa - Tituque
4	Jóvenes Aldea San Rafael Soche	Asistieron 6 jóvenes	San Marcos	San Rafael Soche - San Marcos
5	Jóvenes diversas áreas de Colomba	Asistieron 7 jóvenes	Quetzaltenango	Colomba - Quetzaltenango
Technical Education Responsible		Position	Department	Municipality
1	Technical Institute for Capacity Building and Productivity (Instituto Técnico de Capacitation y Productividad /INTECAP)	Jefe Tecnico Pedagogico	San Marcos	Para todo San Marcos
		Jefe del Centro		
		Servicios empresariales		
		Promotor empresarial		
Non Formal Education Responsibles		Position	Department	Municipality
1	Dirección de Educación Extra escolar	Coordinador de los Centros de Educación Extraescolar	Huehuetenango	Para todo Huehuetenango
2	Funcafé	Supervisor de los Centros de Educación Extraescolar de Funcafé	Huehuetenango San Marcos Quetzaltenango	Para los departamentos de Occidente
Red de Referencia		Posicion	Departamento	Cobertura
1	Policía Nacional Civil	Coordinador	San Marcos	Todo el Departamento
2	Dirección Municipal de la Mujer DMM	Directora	San Marcos	Todo el Departamento
3	Oficina Municipal de Niñez, Adolescencia y Juventud OMNAJ	Responsable	San Marcos	Todo el Departamento
4	Clínica de Salud Mental	Coordinadora	San Marcos	Todo el Departamento
5	Centro de Estudios de Cooperación Internacional CECI	Coordinadora de Occidente	San Marcos	Todo el Departamento
6	Centro de Estudios de Cooperación Internacional CECI	Formadora	San Marcos	Todo el Departamento
7	Defensoría de la Mujer Indígena	Directora	San Marcos	Todo el Departamento
8	Corporación Nacional de Desarrollo Indígena Conadi	Promotor	San Marcos	Todo el Departamento

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