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EVALUATION REPORT



UDF-PER-09-337 - Building a “Digital Democracy Network” (DDN) in Peru

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Disclaimer

The evaluators are solely responsible for the content of this publication, which in no case can be considered to reflect the views of UNDEF, Transtec, or any other institutions and/or individuals mentioned in the report.

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I. EXECUTIVE SUMMARY

(i) *Project Data*

This report presents the findings from the evaluation of the *Building a Digital Democracy Network (RDD)* project, implemented by the Global Center for Development and Democracy (CGDD) in collaboration with the Stanford University Program on Liberation Technology and the Stanford University School of Education.¹ The project was executed from April 1, 2011 to March 31, 2013. UNDEF provided a grant of US\$250,000, \$25,000 of which was retained for monitoring and evaluation purposes.

The project's goal is to hear the voice of poor and marginalized populations in the political process, create new educational media and enhance economic development through the creation of collaborative business networks. By using telecommunications technology, the project will provide poor and marginalized populations with software tools, such as: on-line courses for citizens, real-time focus groups and polls, anti-corruption channels—e.g., chat rooms and blogs for democratic participation and access to public policy formulation to establish open and transparent governance. With the implementation of the Digital Democracy Network, local actors will bolster the citizens' capacity for civic engagement and defend their right to defense mechanisms and access to public information.

Part of the post-project evaluations financed by the United Nations Democracy Fund (UNDEF), the evaluation mission's objective is to undertake an in-depth analysis of UNDEF-funded projects to gain a better understanding of what constitutes a successful project, which will in turn help UNDEF devise future project strategies. Evaluations also assist stakeholders in determining whether projects have been implemented in accordance with the project document and whether anticipated project outputs have been achieved.

(ii) *Evaluation Findings*

The **relevance** of building a Digital Democracy Network is confirmed, given the problems that low-income populations, particularly adults, have using social media. The project was consistent with the CGDD mission and was implemented at an opportune time of political change, when new authorities were just taking office. Very relevant geographic areas and beneficiary groups were selected, enabling the leaders of social grassroots organizations in two districts on the outskirts of metropolitan Lima (Villa El Salvador and Villa María del Triunfo) to use information and communication technologies and learn about the possibilities of participating in local government decision-making. The gender approach that was employed helped empower women, since prior to the intervention many of them did not know how to use a computer. The choice of Drupal CMS software for managing content and constructing the digital Platform was the right one. However, the relevance of the program strategy was diminished by the lack of CGDD Peru's involvement in its formulation. The content structure and approach indicate a preference for digital over democratic components and should be more closely targeted to buttressing the rights approach and the practice of civic participation and local governance. Integrating expertise in human rights and democracy could have resulted in better articulation and greater complementarity in the use of digital tools as aids in the exercise of democracy.

The project only partially met its objective. Of the eight results spelled out in the Project Document, only five were achieved. The project's **efficacy** is more visible in the immediate results of the training activities and degree of information. A total of 623 participants were

¹ The two institutions are mentioned in the Project Document as "implementing partners." However, they participated only in the project development phase. There was no collaboration or interaction with these institutions in the execution phase.

trained, the majority of them social leaders and members of social grassroots organizations. A Virtual Platform offering great potential on was constructed. The beneficiary groups acknowledge that without this project, they would never have been able to learn to use information and communication technology. The project *laid the foundations* for citizens to use this technology in the exercise of digital governance and democracy, but it did not yield substantial results in terms of greater civic engagement, the drafting of local policy proposals, the creation of mechanisms for the defense of rights, and the intensification of local action to promote transparency and accountability. The last three results in the Project Document were not achieved—due in part to the lack of time, but even more to the ineffectiveness of the strategic vision, which was, moreover, too ambitious.

The project's **impact** differed in the two intervention districts. Greater capacity to use information and communication technologies among the leaders and members of social grassroots organizations was the most clear-cut impact, since it reduced the generational and gender gaps. Women were pleased to have entered world of social networking, which opened up many opportunities for them in their personal, family, and community life. The project also managed to put digital democracy on the agenda of the dialogue between local governments and social grassroots organizations.

Analysis of the learning acquired by the beneficiary groups reveals different levels of appropriation and impact. The participants were generally more conscious of the benefits of information and communication technology than of those related to the components related to the exercise of democracy.

CGDD's institutional track record and its contacts with funding agencies partially eliminated the financial **sustainability** issue. The evaluators also observed institutional and technical factors that can also lend sustainability to the initiatives implemented under the project. In Villa María del Triunfo, the municipal government made a commitment to continue training local leaders and as already assigned technical staff to this task. In Villa El Salvador, a consortium made up of representatives of the social grassroots organizations that participated in the training process has taken on this task. The greatest problem in this district is the lack of backing from the municipal government and the uncertainty of having a locale for setting up a training center. The Virtual Platform can continue to be used. Efforts should be made to ensure that the issues of governance and democracy are explicitly addressed.

UNDEF's **value added** lay in setting up a Community Network Center in two districts on the outskirts of Lima to offered low-income populations knowledge about and access to information and communication technologies. This was a major contribution in a context in which social grassroots organizations and local governments are seeking out new opportunities for dialogue and civic engagement to improve the exercise of local governance. Women leaders noted the opportunity that the project had afforded them to increase their participation in community initiatives.

(iii)Conclusions

- ***The project laid the foundations for tackling the issue of digital governance and democracy.*** Although it did not achieve the results more directly related to strengthening processes for the exercise of democracy, the project managed to raise awareness among the beneficiary groups about the importance of using information and communication technologies for digital governance and democracy, thus increasing their motivation in this regard.
- ***It helped reduce the gender and generation gap.*** Given the profile of the beneficiary groups, these achievements are highly significant, since: (i) women are deeply involved

in community participation initiatives; (ii) many leaders of social grassroots organizations are at least 45 years of age and had considered it virtually impossible to acquire skills in this area.

- **Local stakeholders pledged continuity.** Fairly organized mechanisms have been set up in the two districts to ensure the sustainability of the initiative. Although the interest is primarily in digital literacy, leaders are aware of the need to address the issues of democracy and governance to enhance the exercise of citizenship.
- **Need to strengthen the conceptual and methodological framework.** The strategy that was implemented is not consistent enough with the objective and results pursued, a factor influenced by lack of relevance in the project design process. Specific practices necessary for the exercise of digital governance and democracy have not been integrated into the learning process. A rights and democracy expert should have been hired to strengthen these components.
- **Need to improve the Virtual Platform.** Users would have made better use of this tool had the contents and presentation of the information been more didactic and graphic.
- **Need to improve monitoring mechanisms.** The CGDD recognizes that while this component of the project was affected by budgetary constraints, a strategy for monitoring the project and providing technical assistance to the beneficiaries must be designed.
- **Need to improve the project design process.** While the project was not designed by the implementing team, the adjustments that it made should have included a strategic approach more that was consistent with and relevant to the objective pursued.

(iv) Recommendations

- **Clearly and explicitly integrate the rights and democratic participation approach.** The intervention strategy should better link the contents and specific practices with the rights approach, including the analysis of case studies. That way, the DDN will contribute to greater, more effective appropriation of the exercise of governance in the everyday practices of the beneficiary stakeholders. *(See Conclusion iv).*
- **Improve the Virtual Platform.** The organization and presentation of the information on the digital Platform must be improved to make it more didactic, enabling the beneficiary groups to more easily understand and embrace digital governance and democracy. Self-instruction could be used as a complement to the in-person and online modality already designed. *(See Conclusion v).*
- **Strengthen the technical team.** The DDN management team should have an expert well-versed in the use of social media and in teaching in the field of rights and the exercise of democracy. Synergies should be created with other actors that use digital platforms on democracy, rights, local governance, access to information, and freedom of expression—especially initiatives already under way in the two districts. *(See Conclusion iv).*
- **Develop tools and mechanisms for monitoring and technical assistance.** In order to maximize effects that are both relevant and sustainable, a monitoring and technical assistance strategy must be designed that includes qualitative procedures and analyzes the tangible results of the DDN. *(See Conclusion vi).*

II. INTRODUCTION AND DEVELOPMENT CONTEXT

(i) The project and evaluation objectives

This report presents the findings from the evaluation of the *Building a Digital Democracy Network (DDN)* project implemented by the Global Center for Development and Democracy (CGDD). The Stanford University Program on Liberation Technology and the Stanford University School of Education are mentioned in the Project Document as partner organizations. However, they were involved only in the project design phase; there was no collaboration or interaction with these institutions in the project design phase. The project was executed from April 1, 2011 to March 31, 2013. UNDEF provided a grant of US\$250,000, \$25,000 of which was retained for monitoring and evaluation purposes.

The project's goal is to hear the voice of poor and marginalized populations in the political process, create new educational media and enhance economic development through the creation of collaborative business networks. By using telecommunications technology, the project will provide poor and marginalized populations with software tools, such as on-line courses for citizens, real-time focus groups and polls, and anti-corruption channels—e.g., chat rooms and blogs for democratic participation and access to public policy formulation to establish open and transparent governance.

With the implementation of the Digital Democracy Network, local actors will strengthen and increase citizen's capacity for civic engagement and enforce their right to defense mechanisms and access to public information. The project will reinforce local governance and promote better interaction between local authorities and social leaders and improve participatory democracy. The activities will improve the dialogue with local authorities. From citizens' opinions and demands, they will learn about the main issues of the local development agenda. The project is being executed in two districts of Lima, Peru: Villa El Salvador (VES) and Villa Maria del Triunfo (VMT). The target groups are municipal officials, leaders and the members of neighborhood and women organizations, microenterprise and small business associations, and local organizations and institutions, which have been benefitting from capacity-building and the acquisition of know-how in new information and communication technologies (ICT).

The evaluation mission is part of the post-project evaluations funded by the United Nations Democracy Fund (UNDEF). Its purpose is to undertake an in-depth analysis of UNDEF-funded projects to gain a better understanding of what constitutes a successful project, which in turn helps UNDEF devise future project strategies. Evaluations also assist stakeholders in determining whether projects have been implemented according to the project document and whether the intended project outcomes have been achieved.²

(ii) Evaluation methodology

The evaluation was conducted by two experts, one international and the other national, hired under the Transtec contract with UNDEF. The evaluation methodology is spelled out in the contract's Operational Manual and is further detailed in the Launch Note. Pursuant to the terms of the contract, the project documents were sent to the evaluators in early May 2013 (see Annex 2). After reading and analyzing them, they prepared the Launch Note (UDF-PER-09-337) describing the analysis methodology and instruments used during the evaluation mission to Lima from May 27 to 31, 2013. The evaluators interviewed project staff and members of the CGDD coordinating team. They also met with project beneficiaries. The interviewees consisted of:

² Operational Manual, page 6.

- The Executive Director and staff of the CGDD
- Project staff: executive coordinator; administrative and logistics assistant; consultants in the areas of training, institutional capacity building, and assessment; computer connectivity; and the systematization of experiences
- Universidad Nacional Tecnológica del Sur (UNTECS) and its Social Outreach and Extension Office, located in Villa El Salvador
- The municipal government of Villa Maria del Triunfo and its Human Development and Anti-Poverty Office
- A representative of the DDN Consortium of social grassroots organizations
- A representative number (sample) of beneficiaries of the project's field activities in the two intervention districts (leaders and members of neighborhood and women's organizations and local organizations and institutions)

Annex 3 contains the complete list of persons interviewed.

(iii) Development context

An important aspect of the Peruvian context is the governance situation in terms of accountability, control of corruption, and citizen participation. Although the country has legal instruments governing transparency and accountability, such as the Transparency and Access to Public Information Act, it still has a way to go. The supervision report of the Ombudsman's Office on the transparency portals of public institutions indicates that the ministries are, on average, 74% in compliance; the regional governments, 65%; and the provincial municipal governments in department capitals, 49%. Moreover, 76.9% of the population believes that corruption among public officials is rampant and 28.5% claim to have been the victim of corruption.³

Citizen participation is guaranteed in the Political Constitution and other legal instruments. It was buttressed by the decentralization process, under which citizen participation has been a public policy established by law since 2002. One of the most well-known mechanisms for citizen participation is preparation of the participatory budgets of the municipal and regional governments. As for trust, which is fundamental to democracy, studies⁴ in Peru reveal that the most trusted institution is the Catholic Church (60.5% in 2012), followed by the media (58.7%). The institutions that inspire the least trust among the population are the justice system (39.4%), Congress (36.6%), and political parties (32%).

Finally, concerning Internet access, INEI⁵ reports progress but a gap remains nevertheless. In the first quarter of 2013, only 25.5% of Peruvian households had Internet access. In Metropolitan Lima, the figure is 44.1%. Older men are the group with the greatest Internet access.

The project was implemented in two districts south of Metropolitan Lima: Villa El Salvador and Villa María del Triunfo.

The district of Villa El Salvador was created in 1971, when the military government at the time approved a housing project on state land to assist a group of poor families that had been occupying lands without authorization in search of somewhere to live. From the outset, organized groups were extensively involved in the construction of Villa El Salvador, participating in the design of the district and purposing of the land (planning of public utilities and residential, industrial, farming, and recreational areas) and in the fight for basic services (water, electricity, and sewerage systems). An important aspect of community organization in

³ USAID. LAPOP. IEP. Vanderbilt University. Cultura política de la democracia en Perú, 2012: Hacia la igualdad de oportunidades. 2012.

⁴ Ibid.

⁵ INEI. Encuesta Nacional de Hogares. Las Tecnologías de Información y Comunicación en los Hogares. Informe Técnico N° 06 June 2013. Quarter: January-February-March 2013.

Villa El Salvador was its neighborhood organization, which is still active. In 1973, an assembly of some 3,000 neighborhood delegates voted to become a self-managed community, forming CUAVES (Self-managed Urban Community of Villa El Salvador), which was recognized as a district in 1983.⁶ Community participation remains important to this day and over the years has been key to local development. In 1999, this district was where the participatory budget methodology was first employed in Peru, later becoming mandatory across the nation.

In 2013 the population of Villa El Salvador reached 445,189 (5.2% of the total population of Lima province).⁷ Since 1984 the district has had 10 mayors elected by popular vote. The last one, elected for the 2011-2014 term, was removed from office early in his tenure because he had a record of tax fraud. The current mayor took office in December 2011.

Villa María del Triunfo is an old district whose origins lie in the 1949 land invasions by poor migrants, although some human settlements were already present as early as 1943. In 1961, the law creating the district was passed.⁸ In 2013, the district had a population of 448,545 (5.2% of the provincial total).⁹ It has had 18 mayors since its creation, the current incumbent being its first female mayor.

The two districts have social grassroots organizations that have arisen in response to the economic crisis and poverty. These organizations can be divided into three generations:¹⁰ the first emerged in the 1960's and fought for the installation of sewerage systems or food programs (community soup kitchens); the second made its appearance in the 1990s as a result of the economic crisis and structural adjustment policies (mothers' clubs, soup kitchens, *Vaso de Leche* Program committees); the last and most recent generation is production-oriented, with an entrepreneurial vision. The three types of social grassroots organizations are present today and have different focuses. Many of them have problems renewing their ranks and filling seats on their boards of directors.

⁶ Historical data obtained from <http://www.munives.gob.pe/histor.php>

⁷ INEI. Población 2000-2015: <http://www.inei.gob.pe/web/poblacion/>

⁸ Data obtained from <http://munivmt.gob.pe/portal/distritos/>

⁹ INEI. Población 2000-2015: <http://www.inei.gob.pe/web/poblacion/>

¹⁰ PROENZA, Francisco. Tecnología y cambio social: el impacto del acceso público a las computadoras e Internet en Argentina, Chile y Perú. IDRC. Instituto de Estudios Peruanos. 2012.

III. PROJECT STRATEGY

(i) Project approach and strategy

The strategy prioritized in project implementation is in alignment with the mission of the Global Center for Development and Democracy (CGDD) and is part of the follow-up to the recommendations of the Social Agenda for Democracy in Latin America, drafted at the six meetings of former presidents of the region.

The purpose of the DDN project was to train leaders and members of social grassroots organizations in the use of information and communication technologies (ITC) to improve their access to public information and ability to participate in digital governance processes. Project activities were designed to promote citizen participation in local government policy-making. Fostering the participation of the low-income population in two districts of Lima, VES and VMT, the project sought to encourage better interaction between community organizations and the local authorities to increase opportunities for the exercise of democracy and monitoring by citizens. In each district, the CGDD signed an institutional agreement with the organization that would be implementing the project locally. In VMT, the agreement was with the district government, with the Human Resources Management and Anti-poverty Unit the entity designated by the mayor to implement the activities. In VES, the institutional agreement was affected by the mayor's removal from office and could not be entered into with the district government. Universidad Nacional Tecnológica del Sur (UNTECS) assumed the responsibility instead. Centers equipped with 20 computers and the necessary equipment to conduct the training properly were set up. In VMT, the center was set up in a locale owned by the municipality called Casa de Enlace (Networking Center), while in VES, it was set up on the main campus of UNTECS. The training consisted of short, two-month courses. The training program began with an introductory course in "digital literacy," followed by modules on digital democracy and equity, since the baseline identified revealed a lack of basic knowledge about computers among the beneficiary groups. The methodology was implemented by combining in-person training sessions with Web resources, for which a virtual platform was developed with Drupal software. In order to compile the results of the experience, an outside consultant was hired to systematize the information, organizing meetings with the beneficiary groups from the two districts.

It is important to point out that the project design was originally developed by the CGDD office in Washington, with the assistance of two experts from Stanford University who are listed as partners in the Project Document. In fact, it was the CGDD office in Washington that decided to participate in the UNDEF tender and prepare a project proposal to be implemented (according to the members of the CGDD Peru team) in other Latin American countries (Panama and Guatemala). UNDEF requested that the project be implemented in Peru, since it was a country where the CGDD had an office. However, CGDD Peru was not involved in the design phase, although it did make some small changes in the activities. This had consequences for the overall strategy that had been designed, since the activities planned required changes in several components of the project. The initial design focused on creating a center for Internet access. CGDD Peru decided to refocus the project's strategic approach, giving priority to training the participants and executing the project through two pilot centers. According to the Director of CGDD: *"It was a project proposed from the outside and adapted from the inside."*

The evaluators found several inconsistencies in the project design document. The problems created by a design phase of questionable relevance will be analyzed in Chapter 4 of this report.

(ii) Logical framework

The table below summarizes the project’s intervention logic, expressed in eight results—three of which were not achieved, with some aspects of the other five not addressed. The project “*laid the foundations*” for progress in achieving the results, but the relationship between the strategy, the activities, and the results achieved is unclear.

Activities	Expected results	Medium-term impacts	Long-term development objectives
<ul style="list-style-type: none"> ▪ Baseline study in two pilot sites: VES and VMT ▪ Agreements with UNTECS (VES) and the VMT district government 	<p>R 1 - Local players improve their advocacy skills and access to public information with DDN</p>	<ul style="list-style-type: none"> • The DDN is put on the agenda of the two intervention districts 	<ul style="list-style-type: none"> ▪ Leaders of social grassroots organizations trained in the use of ICT and informed about the importance of exercising digital governance and democracy
<ul style="list-style-type: none"> ▪ 2 community network centers installed ▪ Technological conditioning ▪ Official opening of the centers 	<p>R 2 – Motivated and informed local leaders influence municipal policies and resources and monitor their implementation/use</p>	<ul style="list-style-type: none"> ▪ Two community network centers opened and operating in the two districts (40 computers, modules, and chairs, 2 projectors, 2 printers); • Agreements with the public university and local government to operate community network centers. 	<ul style="list-style-type: none"> ▪ The project helps bridge the generation and gender gap, helping women leaders gain a foothold in different areas of community life
<ul style="list-style-type: none"> • Preparation of plan, strategy, and training program; • Preparation of 5 training modules; • Selection of 4 local teachers and 3 tutors; 	<p>R 3 – Increased participation in public policy and economic growth by marginalized populations</p>	<ul style="list-style-type: none"> • Digital literacy for 180 leaders in VES and 79 in VMT • Digital Democracy Training for 80 leaders in VES and 70 in VMT; • Democracy and equity training for 40 leaders in VES and 30 in VMT; • Risk Prevention Maps; • 623 leaders trained, 52% female and 48% male; 	<ul style="list-style-type: none"> ▪ VMT local authorities committed to the improvement of training opportunities to increase leaders’ participation in local governance
<ul style="list-style-type: none"> • Technological design of the DDN Digital Platform using free software (Drupal): www.rddperu.com • Content development based on typical stakeholder interests 	<p>R 4 – Local authorities are aware of citizens’ opinions and demands on key issues on the local agenda.</p>	<ul style="list-style-type: none"> • Local leaders consider the Digital Platform a means of accessing public information. • 108,728 visits recorded in VMT and 7,451 in VES. 	<ul style="list-style-type: none"> ▪ Lessons learned are identified, analyzed, systematized, and disseminated.
<ul style="list-style-type: none"> ▪ Support for the organization of the DDN Consortium in VES ▪ Preparation of a plan of action and schedule of meetings. ▪ Preparation and publication of document on systematization: “Reducing gaps to 	<p>R5 – Local governance is strengthened by greater interaction between the authorities and local social leaders, thus, strengthening participatory democracy.</p>	<ul style="list-style-type: none"> • The Villa Maria district government issued a Municipal Council Resolution for implementation of the DDN. • Both male and female beneficiaries have increased their contacts with local authorities, especially for monitoring the execution of the participatory budget. The 	

promote digital democracy”		DDN Consortium is established in VES with representatives of Villa El Salvador social organizations (social grassroots organizations) for project sustainability
▪ This result was not addressed	R6 – A more transparent local government management is created	•
▪ This result was not addressed	R7 – Accountability of local government is increased	•
▪ This result was not addressed	R8 – Generation of an area of advocacy for the rights of vulnerable groups	•

IV. EVALUATION FINDINGS

(i) **Relevance**

The project is consistent with the mission of the Global Center for Development and Democracy (CGDD), whose priorities are to reduce the gaps between rich and poor and offer training opportunities to all citizens, fostering equal access to economic growth. The project was implemented at a time of political change, because the newly elected municipal authorities would be taking office on January 1, 2011. In the local context of new authorities, and in the wake of the mayor’s removal from office in one of the intervention districts (VES), use of the new information and communication technologies as a tool for promoting dialogue between citizens and local authorities motivated the heads of the social grassroots organizations to improve their skills to afford them greater opportunities for participation in local governance. While these processes must still be consolidated, the project has demonstrated its relevance in terms of the need to improve the exercise of citizenship in the post-election political context—especially in terms of access to public information, citizen monitoring and oversight of municipal management, participation in the drafting of local development plans and participatory budgets, and the response to citizen demands.

The relevance of the topic selected—*digital democracy*—is confirmed, given the problems that many citizens in the intervention districts (especially adults) have using social media. In addition, there is a marked difference between women’s and men’s use of ICT, women using it less. This is a factor that limits women’s civic participation, exercise of rights, and access to public information. The mothers of the Casas de Enlace, many of them older women, were very enthusiastic and voiced their satisfaction at having had the opportunity to learn how to use ICT, which had opened up new possibilities

I consider a digital training project for the population a very important and useful undertaking. I believe it is important to ensure transparent information and empower leaders by improving their skills in this area so that they can access information and propose better solutions to problems. With more information, leaders will provide better input.

Mayor, VMT district

of communication. The project’s gender approach promoted women’s empowerment, as many of them had started out with no knowledge of how to use a computer. Participating in the training sessions has raised their self-esteem and increased the respect of their husbands and children, who had considered them virtually incapable of using ICT. The selection of the geographic areas for implementing the project was highly relevant, since it

enabled low-income populations to learn about the benefits of participating in decisions affecting local governance and monitoring by citizens. The criteria and modalities for selecting the beneficiaries through the district grassroots organizations in VES and social grassroots organizations through the VMT's Social Management Office were consistent with the objective pursued.

The project provided an opportunity to access ICTs that was greatly appreciated by the beneficiary groups, enabling them to address matters in which there are very few activities in the country, particularly in the districts where the interventions were carried out.

As to the methodology, the choice of Drupal CMS software for content management was very apt. This software package has gained international recognition for its flexibility and security in the construction of digital platforms.



Second course in digital literacy and democracy in the VMT district

In terms of content structure and use, the evaluators observed a preference for digital (i.e., technology) components over democratic components. Since this was a project whose aim was to provide training in digital governance and democracy, the mission believes that the program would have been more relevant had it included some components more clearly geared to integrating and bolstering the rights approach and reinforcing the theory and practice of citizen participation and local governance. Adding experts with specific expertise in human rights and democracy to the team could have led to better

articulation and complementarity between the understanding of rights and the use of digital instruments as aids in the exercise of democracy.

However, the project did not capitalize on other democracy and governance activities that were under way in the intervention areas, such as NGO activities, the VMT municipal government's training program on municipal management for leaders, and the computer courses offered by UNTECS and the Social Development Administration of the VES municipal government.

(ii) Effectiveness

The project only partially met its objective. Of the eight results in the Project Document, only five were achieved. The last three were not—in part, because of the lack of time. However, the project's deficiencies due not only to the lack of time, but more than anything else to the strategic vision prioritized. A key factor in creating this situation was the fact that the stakeholders directly involved did not participate in the project design phase. While CGDD Peru made a great effort to tailor the activities to the Peruvian context, it was not enough to correct the inconsistencies and ensure the feasibility of their implementation. In fact, the difficulty achieving all the results confirms that the project strategy was too ambitious and of little relevance. As to the five results that were achieved, some aspects were not explored in depth. Moreover, the project did not conduct a prior diagnostic review of access to the Internet, local governance and democracy, and social grassroots organizations. Construction of the baseline recently confirmed the high degree of digital illiteracy among the beneficiary groups, which meant adjusting the contents of the training program. Two Digital Literacy models were therefore implemented (I and II), complemented with one module on Digital Democracy and another on Democracy and Equity.

Despite these shortcomings, the beneficiary groups have a very positive view of the project's results:

- A total of 623 participants were trained, most of them social leaders and members of social grassroots organizations (373 in VMT and 250 in VES). Of the total participants, 64% have taken only the modules on Digital Literacy, and only 36% took all the modules (including the one on Digital Democracy and the one on Democracy and Equity). This reveals the social leaders' focus on using the Internet and their relative lack of interest in the issues of democracy and equity—a situation that may be due to low participant motivation or to the design of unattractive courses.
- The project achieved a respectable level of gender equity in participation, since 52% of the participants were women and 48%, men;
- The program contents were chosen in concert with community leaders, who proposed three topics: (a) citizen security; (ii) violence against women; and (iii) support for microenterprises.
- The creation of a Virtual Platform divided into sections, icons, and tools and equipped with a server that allows online connection by 50 users at a time; this virtual tool has potential for application that should be taken advantage of.
- The project provided an opportunity to forge closer ties between leaders in the two intervention districts.
- The beneficiary groups emphasize the lessons learned and acknowledge that without this project they never would have learned how to use ICT. The application and use of the knowledge gained varied widely. Some people have primarily taken advantage of it to use computers and access social media (email, the Internet, Facebook, etc.) and appreciate having discovered so many opportunities for obtaining information and communicating; others have used "Chat 100" to report domestic violence; accessed and completed government forms; or have used Skype to contact a legislator to solicit a shout-out to VES on the district's anniversary.

I consider the Platform important because it helped us learn about the ton of information out there. It taught us how to channel requests, how to handle situations that we never could have before. But we needed more time to learn and practice.
Eleodoro M. Group promoting the local education project, VES



Community Network Center at UNTEC - VES

- UNTECS course participants expressed pride at having taken a course at the university and having received a university certificate—something they never would have thought possible.
- The Virtual Platform was rarely or only occasionally used. Most of the participants used it more to obtain information rather than to apply it. Some of them would consult Ministry websites directly without using the Platform. They probably needed more time to become proficient in its use.

Beyond putting information and communication technologies within the reach of the leaders and members of social grassroots organizations, the purpose of the project was to improve their ability to participate in digital governance processes and apply digital democracy practices. The project also sought to encourage citizen participation in local government decision-making and foster democratic dialogue between government agencies and community organizations.

The achievements in these project components were less evident and very disparate. Some leaders managed to improve communication with their counterparts in other districts such as San Martín de Porres and Los Olivos. They learned how to hold virtual meetings, although they have not had many opportunities to do so, since very few have home computers. Some mentioned that they had been able to access the government’s website on public administration, appreciating the opportunity to have learned about civil rights and the obligations of the State and local authorities.

These comments show that through training in the use of ICT, the project *laid the foundations* for citizens to use these technologies in the exercise of digital governance and democracy.

At first, I practically had to be forced to use these tools. Now, I’m a Facebook addict. I’ve reconnected with friends that I haven’t seen in over 20 years.
Grassroots organization member, VES district

However, it did not manage to create “regular mechanisms” for communication, dialogue, and/or negotiation directly related to governance and democratic practices.

Many of the specific and very tangible problems that adversely impact relations between citizens and local authorities and/or the lives of organizations or groups (such as problems in the women’s federation; the dissatisfaction with and distrust of politics; the dissatisfaction with budget execution; the need to review/rethink the role of social grassroots organizations in the new context; and the lack of structured channels for dialogue and negotiation with the authorities) could have been addressed in the courses through practical exercises illustrating how community leaders can exercise governance and democracy to try to solve these problems.

To accomplish this, the intervention strategy should have integrated the rights approach, theory, and information about democracy and local governance in a more pragmatic manner. These topics could have been better organized and explored, using a more relevant learning process tailored to the audience (using its knowledge and use of ICT as a way to improve the exercise of democracy).

To conclude, the mission believes that the project’s effectiveness can be observed most clearly in the immediate training outcomes. However, if the eight results detailed in the Project Document are taken as a whole, the achievements are rather limited—especially those related to greater civic engagement, the preparation of local policy proposals, the creation of mechanisms for defending rights, and improvements in local management in terms of transparency and accountability—due, as mentioned above, to problems in project design, delays in execution, and the lack of an overall strategy.

(iii) Efficiency

The CGDD and the project coordination team took great pains to guarantee proper and satisfactory management and implementation of the activities. The organization has the experience and staff necessary for ensuring good technical and administrative project management. The right people were selected for the coordination team, which consisted of a coordinator, a logistics expert, and a person in charge of administration (the CGDD paid this person’s wages, since the UNDEF budget covered only 1% of the cost). In its initial phase, the project had a coordinator with solid experience in e-governance who was in charge of selecting the computers and other equipment that would be needed to set up community network centers in each district. DRUPAL software was chosen for content management; this software package is known for its flexibility and security for this type of activity. For the design of the Virtual Platform, a systems engineer was hired that worked in collaboration with the project team. In February 2012, the coordinator was named to a government post and had to resign from the project. In May 2012, the new coordinator took over, and in this

second phase, the CGDD decided to refocus the project strategy, giving priority to training the beneficiary groups.

For the implementation of the training program, the CGDD signed agreements with UNTECS in VES and the municipal government in VMT. The partner institutions covered some of the costs of the activities: In VMT, the municipal government covered the cost of the locale, electricity, Internet, certificate printing, and the reception at the conclusion of the project. In VES, UNTECS covered the cost of the locale, electricity, and Internet. The courses were taught by personnel hired by the project (one expert and one tutor per module). For digital literacy training in VES, professors from UNTECS and students in their final year at the university provided support. In VMT, the project had a group of volunteers from Universidad de San Ignacio de Loyola, whose commuting costs were covered by the project.

For management and monitoring, the coordination team held periodic meetings with the consultants, partner institutions, social leaders from the two districts, and course participants. It also made monitoring visits during the training sessions. The tutors' reports provide detailed information on the implementation of each module.

One of the efficiency problems observed by the evaluators is the fact that the project was not designed by CGDD Peru. The initial proposal, prepared by CGDD headquarters in Washington and the advisers from Stanford, turned out to be very ambitious and had little relevance to the specific context in which the intervention was to be implemented. The budget had already been approved when CGDD Peru received the project, and the changes



Closing ceremony, first DDN course at UNTECS - VES

it was able to introduce were insufficient, since there was little margin to shift budget lines.

CGDD Peru would have liked to introduce a budget line for human resources, since it wished to prioritize training activities for the beneficiaries, but the priority in the budget was to procure computers and set up the training centers. Only US\$6,000 was earmarked for training and only US\$44,991 for consultants. These budget lines covered the design of the baseline, preparation of the modules and educational materials used in the training sessions, and the construction of the Virtual Platform. No consultant

with expertise in issues connected with rights was hired. The budget for the instructional team turned out to be very small, especially for the digital literacy training phase, and there was no budget for publications. The printing of the systematization document (1,000 copies) was donated by a printing company. Moreover, the budget for commuting was insufficient. Since the project was implemented in two hard-to-reach districts on the outskirts of Lima, the absence of funds posed problems, especially for the technical staff that had to commute.

The lack of budget affected key operations such as monitoring and evaluation, as there was no system to provide information on project implementation, improvements in indicators, and training outcomes. While the project design included indicators for results, their initial level was not established in the baseline, and there was no monitoring of the progress made. The project reports do not explore the relationship between project activities and the expected results.

(iv) Impact

The impact of the project was different impact in each intervention district. Overall, it was significant, especially when it came to putting information and communication technology within the reach of the leaders and members of social grassroots organizations. The training courses reduced the social and generational gap in ICT use, since the participants were 45 years of age and up. Moreover, the training program put the issue of ICT use in local

governance on the agenda of the dialogue between local governments and civil society organizations in the two districts.

Many of the beneficiaries in VES were the heads of social grassroots organizations whose community activities had begun in the 1970s, when people began to settle in the district. The opportunity to learn how to use ICT was altogether new to them and changed their perspective; it even drew them closer to and improved communication with the younger generation, which is already digitally literate, and enabled them to learn about new topics and search for information about others. The women, who at first were afraid of damaging the computers, expressed satisfaction at having entered the world of social networking, which has opened new opportunities for them in their personal, family, and community life (from learning to turn on the computer to creating and using e-mail, opening a Facebook account, communicating with family and friends, and knowing with whom their children are linked and what networks they use). The project also helped build solidarity between women involved in small community initiatives, enabling them to learn about each other and share experiences. Several of the people interviewed considered the ability to get to know one another and discover who does what a very positive thing.

The courses have allowed me to understand my children better, what they do in the cubicles [...] before, I wondered why they spent so much time there and I would yell at them about it. Now I sit there myself and understand what the computer does.
Woman from a grassroots organization, VMT district

In VMT, the Villa María municipal government issued a Municipal Council Resolution for implementing the DDN. This has opened new channels of communication between the municipal government and the community on local governance issues. The mayor has noted how motivated citizens are, commenting that at Tuesday public meetings (which are transmitted via the Internet), residents discuss their problems, sending e-mails with very pointed questions—particularly on matters related to the execution of the participatory budget. Improving the beneficiaries’ ability to use ICT was therefore one of the project’s greatest impacts.

The training courses also raised informed leaders and members of social grassroots organizations about the potential and importance of getting involved in efforts to access public information and engaging in digital governance and democracy practices through information and communication technologies for this purpose.

However, analysis of the learning acquired by the beneficiary groups yields several conclusions that reveal different degrees of depth and impact. More time and a more operational methodology were needed to achieve more effective citizen participation in local government decision-making, as well as citizen monitoring activities and a democratic dialogue between government agencies and community organizations. Likewise, more attention should have been paid to examining democracy within the social grassroots organizations themselves, trust in institutions, and the strengthening of the social fabric. VMT’s mayor observed that while citizens are highly motivated, they often do not really know what they can demand. They need more information about legally mandated procedures and time frames so that they can better organize their communication with municipal government and not waste time demanding solutions from one day to the next.

In VES, in contrast, local authorities talked about current problems in the district, such as the limited participation of women in the electoral process and the lack of motivation among youth to get involved in community and civic engagement initiatives. At the same time, the leaders of social grassroots organizations expressed concern about the lack of communication between civil society and local authorities. These problems, directly related to the exercise of local governance and democratic participation, could have been addressed in

the courses, exploring processes and mechanisms that could be developed to improve the situation. The project has had little impact at these levels. As stated earlier, from the interviews and visits conducted by the mission, it can be concluded that the beneficiary groups were more interested in the benefits offered by the new ICT than in the components necessary for the participatory exercise of democracy.

Lack of a budget for closer monitoring of the activities under way may have prevented their proper implementation.

(v) Sustainability

The evaluators observed several institutional and technical factors that may promote the sustainability of project initiatives. The CGDD has made good institutional contacts in the intervention district, which should enable it to elicit a commitment from local entities to provide continuity for the digital democracy training initiatives. Already in the last semester of project execution, the last two courses taught were offered directly by local institutions.



Digital literacy training course

In VES, a consortium made up of representatives from the social grassroots organizations that had participated in the training process was created. UNTECS, the project's partner institution in the district, has declined to continue in this role, arguing a lack of available locales. However, the CGDD believes that the newly elected academic authorities have not fully understood the project's purpose. In any case, five computers were donated to the University's Social Outreach and Extension Office to

continue the free digital training courses in the district. Interviews with the leaders of the Consortium revealed their interest in continuing the digital literacy training and their concern about securing a suitable locale for the project. The most pressing problem in this district is the lack of backing from the municipal government. In light of this, the Consortium has made contact with two public institutions: (i) the National Office for E-government and Information, which has an inclusion project; and (ii) the microenterprise support project of the Lima provincial government.

In VMT, the municipal government assumed responsibility for the project's continuity. The mayor and members of the municipality's technical teams have displayed an interest in fostering communication between the municipal government and the community in local governance matters, which will require e-training for local leaders. The municipal government's technical staff is providing continuity for the project; two computer technology tutors and advisers have been assigned to the training activities. The municipal government has decided to provide training for two priority groups: (a) social leaders, who will be taught how to use computer tools (for document management, letter and memo writing, and official communications); and (b) the mothers of the Casas de Enlace, linking 67 centers and 1,800 participants with different functions.

In addition, the Neighborhood Participation Office, which offers courses for area leaders, wishes to integrate the digital component in these training courses. The mayor has

expressed an interest in expanding the project to other sectors of the municipality. Priority would be given to training youth who migrate to the district from the provinces in search of employment.

All this appears to ensure that training activities in the two districts will have continuity. However, the extent to which these activities will explicitly include the rights and local governance perspective is hard to predict; since the project had no experts in these fields, the priority in both locations has been information management, rather than governance and democracy. Each district has its own distinctive characteristics. The organizations in VTM lack the grassroots representation and experience in citizen participation that those in VES have; however, they do enjoy the backing of the municipal government. VES has its consortium of leaders with ample experience in participation but no backing from the municipal government and communication and collaboration with social grassroots organizations is lacking. In both districts, factors that foster continuity are found side by side with specific problems. Sustainability will largely depend on the assistance that the CGDD can offer them, at least in the first stage, until the groups created to provide continuity in the two districts are consolidated and able to move forward independently.

Another sustainability component was the creation of the Virtual Platform, a tool with real potential, since the contract was for five years. To take advantage of it, the CGDD will have to update the contents of the Platform and reorient the training modules to self-learning.

Finally, the CGDD is putting together a technical proposal for a second phase in which the project would be expanded to two other regions of the country: la Selva (jungle zone) and la Sierra (mountainous zone). This would be a way to capitalize on the lessons learned and broaden the project's influence.

As for financial sustainability, the CGDD has sufficient contacts with funding agencies, which will facilitate the search for new resources.

(vi) Value added

The support from UNDEF made it possible to set up properly equipped Community Network Centers in two districts on the outskirts of Lima that offer people of limited means knowledge and access to ICT. In a context in which social grassroots organizations and local governments are exploring new channels for dialogue, the strengthening of digital democracy through mechanisms for citizen consultation and participation offers potential for the exercise of local governance. In one of the districts with organizations that are more welfare-oriented (VMT), there is backing from the mayor and municipal government to capitalize on successes. In VES, the social organization leaders with extensive experience in civic engagement are aware of the challenges that must be overcome to close the distance in their dialogue with the authorities.

The Project Document that we received focused primarily on setting up computer centers. We wanted to emphasize training, but it was impossible to make many changes.
A.M R. CGDD Director

In any case, the project created new opportunities to bring citizens together to empower new local leaders. Women leaders stated that the project contributed value added by enabling them to participate in initiatives to improve community life. All this is consistent with the UNDEF objective of strengthening democratic mechanisms that offer practical solutions that enable populations to participate actively in the search for ways to solve their own problems and improve their living conditions.

V. CONCLUSIONS

The main conclusions and lessons learned observed by the evaluators can be summarized as follows:

(i) The project laid the foundations for tackling the issue of digital governance and democracy. In the two low-income districts of metropolitan Lima, Villa María del Triunfo and Villa El Salvador, the project raised awareness among the beneficiary groups about the importance of using ICT tools to support digital governance and democracy, while at the same time increasing their motivation. This issue has become part of the agenda for the dialogue between local government and social organizations in the two districts, although support for the implementation the governance and democracy process may be necessary.

(ii) It helped reduce the gender and generation gap. Women who prior to taking the courses had used ICT much less because of problems with digital access or lack of self-confidence or opportunities to develop their computer skills proved to be highly motivated and participated actively. Given the high degree of women's involvement in community participation initiatives such as the Casas de Enlace, this is a very positive outcome. The project also helped reduce the generation gap, since many leaders of the social organizations who received training were at least 45 years old and had considered it virtually impossible to master computer technology.

(iii) Local stakeholders pledged continuity. While results in the two districts varied with the context, stakeholders managed to develop fairly organized mechanisms to guarantee the initiative's sustainability. In VMT, the project raised awareness among local authorities and got them involved, since the municipal government had assumed responsibility for ensuring follow-up, institutionalizing the activities and allocating the human resources needed for project implementation. In VES, the leaders of social grassroots organizations created a Consortium, which is the entity charged with providing continuity for the activities. Although the overriding interest is more in digital literacy, the leaders recognize the need to tackle the issues of democracy and governance to improve the exercise of their citizenship.

(iv) Need to strengthen the conceptual and methodological framework. The project's strategy and methodology were inconsistent with the objective and results pursued. This was due in part to a lack of relevance in the project design. The issues of democracy and local governance and the rights approach could have been explored in greater depth and organized more coherently. Joint analysis and development (with the participants) of practical exercises in digital governance and democracy that addressed their everyday problems was not sufficiently integrated into the learning process. There was no rights and democracy expert on the technical team who could have strengthened these components.

(v) Need to improve the Virtual Platform. This virtual tool is a success that should be capitalized on in the post-project phase. Up to now, the beneficiaries have used it primarily to search for information. The structure of the content could be improved,

presenting the information more didactically and graphically to make it more user-friendly. Had this been done at the outset, there might have been greater use of the Platform as a valuable tool for the exercise of local governance—especially with respect to public information, transparency, and oversight.

(vi) Need to improve monitoring mechanisms. This component of the project was limited by budget constraints. The CGDD recognizes the need for a strategy to monitor the project and provide assistance to beneficiaries—one that will facilitate analysis of the project's impact and successes (or lack thereof), correct the shortcomings or problems identified, and capitalize on the lessons learned through the intervention.

(vii) Need to improve the project design process. While the project was not designed by the implementing team, the adjustments made should have included a strategic approach that was more relevant and consistent with the objective pursued. In particular, there should have been a logical sequence between the activities, outputs, results, and objectives, with appropriate and sensitive indicators for measuring results.

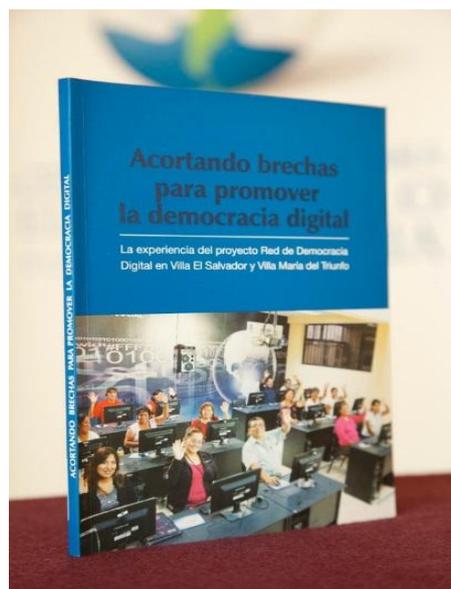
VI. RECOMMENDATIONS

The evaluation team proposes some guidelines for maximizing the impact and sustainability of the project's results. Notwithstanding the problems observed in the design phase, the project achieved significant results. The challenge going forward is to capitalize on the lessons learned to strengthen citizen governance and the exercise of democracy, linking the digital component more closely with the beneficiary groups' appropriation of the rights approach. To this end, the mission recommends:

i. Clearly and explicitly integrating the rights approach and exercise of democracy into the intervention strategy and methodology. The conceptual and methodological approach could be strengthened, better articulating the specific content and practices (such as women's participation, access to public information, the benefits of the Transparency and Access to Public Information Act, local participation mechanisms, democracy in organizations, and use of the digital tool) with the rights approach in a very didactic manner and analyzing case studies. More methodological support is needed to complement information and knowledge about rights, with a detailed description of their implications and benefits: What do I need to know? What is a public issue? What type of information is public and when is it licit or illicit? What can I do to obtain public information? How much time does a process take? What are the mandated time frames? For this, the team recommends working with examples identified in specific situations directly related to the use of democratic practices by social grassroots organizations and citizens, especially at the local level. Such an approach could lead to more effective appropriation of the exercise of governance, fostering sustainable integration of the processes promoted by the DDN into the everyday practices of the beneficiary stakeholders. (See *Conclusion iv*).

ii. Improve the Virtual Platform. In terms of the conceptual and methodological aspects that need strengthening, the mission suggests a review of the content on the digital Platform, better organizing it and presenting the information more didactically (providing a more targeted bibliography with examples, specific guidelines, and illustrative roadmaps) to facilitate understanding of democracy and governance. It will be easier for beneficiary groups to read, analyze, and understand a roadmap illustrating the usefulness of the Transparency and Access to Public Information Act than to simply read the text of the Act. The Platform could also be improved with the addition of a self-learning methodology to complement the in-person and online learning methodology originally designed. (See *Conclusion v*).

iii. Strengthen the technical team. For effective implementation of the two preceding recommendations, the evaluators consider it important to add a team member who would be responsible for managing the DDN, an expert with a solid background in rights and the exercise of democracy. This individual would preferably work with grassroots leaders



Book: Systematization of the experience of the DDN Project

in the associative environment and have experience in teaching and didactically presenting these issues. It would be a good idea for the CGDD to work in synergy with other projects and initiatives focusing on democracy, rights, local governance, access to information, and freedom of expression, using digital platforms. A similar project developed by the University of Lima is working with youth groups in VES; moreover, the Neighborhood Participation Office of the VMT municipal government has courses on municipal management for leaders of social grassroots organizations (*See Conclusion iv*).

iv. Develop tools and mechanisms for monitoring and technical assistance. Given the CGDD's interest in making this activity a pilot intervention, a strategy must be designed to optimize the technical assistance modalities that the organization wishes deploy in the two districts in the next stages. This strategy should include qualitative monitoring procedures for: (a) analyzing the tangible effects of the DDN on local initiatives by municipalities, leaders of social grassroots organizations, or the general public; and (b) identifying the support needed to guarantee the technical sustainability of the initiatives implemented in future stages (*See Conclusion vi*).

ANNEXES

ANNEX 1: EVALUATION QUESTIONS:

DAC criterion	Evaluation Question	Related sub-questions
Relevance	To what extent was the project, as designed and implemented, suited to context and needs at the beneficiary, local, and national levels?	<ul style="list-style-type: none"> ▪ Were the objectives of the project in line with the needs and priorities for democratic development, given the context? ▪ Should another project strategy have been preferred rather than the one implemented to better reflect those needs, priorities, and context? Why? ▪ Were risks appropriately identified by the projects? How appropriate are/were the strategies developed to deal with identified risks? Was the project overly risk-averse?
Effectiveness	To what extent was the project, as implemented, able to achieve objectives and goals?	<ul style="list-style-type: none"> ▪ To what extent have the project's objectives been reached? ▪ To what extent was the project implemented as envisaged by the project document? If not, why not? ▪ Were the project activities adequate to make progress towards the project objectives? ▪ What has the project achieved? Where it failed to meet the outputs identified in the project document, why was this?
Efficiency	To what extent was there a reasonable relationship between resources expended and project impacts?	<ul style="list-style-type: none"> • Was there a reasonable relationship between project inputs and project outputs? • Did institutional arrangements promote cost-effectiveness and accountability? • Was the budget designed, and then implemented, in a way that enabled the project to meet its objectives?
Impact	To what extent has the project put in place processes and procedures supporting the role of civil society in contributing to democratization, or to direct promotion of democracy?	<ul style="list-style-type: none"> • To what extent has/have the realization of the project objective(s) and project outcomes had an impact on the specific problem the project aimed to address? • Have the targeted beneficiaries experienced tangible impacts? Which were positive; which were negative? • To what extent has the project caused changes and effects, positive and negative, foreseen and unforeseen, on democratization? • Is the project likely to have a catalytic effect? How? Why? Examples?
Sustainability	To what extent has the project, as designed and implemented, created what is likely to be a continuing impetus towards democratic development?	<ul style="list-style-type: none"> ▪ To what extent has the project established processes and systems that are likely to support continued impact? ▪ Are the involved parties willing and able to continue the project activities on their own (where applicable)?
UNDEF value added	To what extent was UNDEF able to take advantage of its unique position and comparative advantage to achieve results that could not have been achieved had support come from other donors?	<ul style="list-style-type: none"> • What was UNDEF able to accomplish through the project that could not as well have been achieved by alternative projects, other donors, or other stakeholders (Government, NGOs, etc.). • Did project design and implementing modalities exploit UNDEF's comparative advantage in the form of an explicit mandate to focus on democratization issues?

ANNEX 2: DOCUMENTS REVIEWED

- *Project document:*
 - Project Document UDF-PER-09-337.
 - Mid-term Narrative Report.
 - Final Narrative Report.
 - Module 1. Digital Democracy. Basic Elements. 2012.
 - Instructor's Guide. Digital Democracy Course. April 20, 2012.
 - Module 2. Democracy and Equity. 2012.
 - Instructor's Guide. Democracy and Equity Course. April 20, 2012.
 - Instructor's Report. Digital Democracy Course. April - May 2012.
 - Instructor's Report. Digital Democracy Course. June - July 2012.
 - Instructor's Report. Democracy and Equity Course. 2012.
 - DDN Project Baseline Report. Villa El Salvador. July 2011.
 - DDN Project Baseline Report. Villa María del Triunfo. March 2012.
 - Tópicos de la Red de Democracia Digital priorizados para su aplicación en el distrito de Villa El Salvador. June 2011.
 - Necesidades y Estrategia de Capacitación RDD – VES. December 2011.
 - Diagnóstico sociodemográfico, participación política, violencia contra la mujer y microempresa del distrito de Villa El Salvador. June 2011.
 - Actores locales identificados para el Proyecto Red de Democracia Digital en el distrito de Villa María del Triunfo. March 2012.
 - Website: <http://www.cgdd.org/en/programs/digital-democracy-network-project> and <http://www.rddperu.com>
- *Materials published within the framework of the project :*
 - Aportando brechas para promover la democracia digital. La experiencia del proyecto Red de Democracia Digital en Villa El Salvador y Villa María del Triunfo (Systematization Document);
 - Module: Digital Democracy and Tutor's Guide;
 - Module: Democracy and Equity and Tutor's Guide;
 - <http://www.youtube.com/watch?v=86umEAMORc8>
 - <http://www.youtube.com/watch?v=PMJGr5oNOVs>
 - <http://www.youtube.com/watch?v=s0K9BgD7riE>
- *Other documents reviewed:*
 - Comunidad Urbana Autogestionaria Villa el Salvador (CUAVES). Así se forjó la Organización CUAVES. 1972-1975.
 - Defensoría del Pueblo. Primer Reporte 2012 de la Supervisión de los Portales de Transparencia Estándar de los Ministerios del Poder Ejecutivo, Gobiernos Regionales y Municipalidades Provinciales ubicadas en capitales de departamento. Lima 2012
 - INEI. Población 2000-2015: <http://www.inei.gob.pe/web/poblacion/>
 - INEI. Encuesta Nacional de Hogares. Las Tecnologías de Información y Comunicación en los Hogares. Informe Técnico N° 06 June 2013. Quarter: January-February-March 2013.
 - Municipal government of Villa María del Triunfo website.
 - Municipal government of Villa El Salvador website
 - PROENZA, Francisco. Tecnología y cambio social: el impacto del acceso público a las computadoras e Internet en Argentina, Chile y Perú. IDRC. Instituto de Estudios peruanos. 2012.
 - USAID. LAPOP. IEP. Vanderbilt University. Cultura política de la democracia en Perú, 2012: Hacia la igualdad de oportunidades. 2012

ANNEX 3: PERSONS INTERVIEWED

Saturday, May 25, 2013	
Arrival of international expert	
Sunday, May 26, 2013	
Meeting of evaluation team	Luisa María Aguilar, International Expert Susana Guevara, National Expert.
Monday, May 27, 2013	
<i>Interview with DDN Project Coordinating Committee</i>	
- Ana María Romero-Lozada	Director, Global Center for Development and Democracy in Peru
- Antonieta Manrique	DDN Project Coordinator
- Juan Carlos Guerrero	DDN Project Professional
Antonieta Manrique	Executive Coordinator, DDN Project
Carlos Espinoza	Executive Coordinator, DDN Project 2011
Nancy Tello	Administrative assistant
Juan Sánchez	Coordinator, Territorial and Employment Generation Project – CGDD
Tuesday, May 28, 2013	
Russella Zapata	Consultant for preparation of the baseline
Antonieta Manrique	Training Consultant
Virginia Agüero	Gender Consultant
Giovanni Bonfiglio	Systematization Consultant
Enrique Bazalar	Systems Consultant
Wednesday, May 29, 2013	
<i>Visit to district of Villa María del Triunfo</i>	
<i>Interview with municipal government officials in Villa María del Triunfo</i>	
- Silvia Barrera	Mayor of Villa María del Triunfo
- Percy Chambergo	Municipal Manager
- José Luis Robladillo	Casas de Enlace Coordinator
- Hans Cheneffusse	Adviser
Darda Alatrística	Office of the Deputy Manager, Neighborhood Participation
<i>Visit to Community Resource Center</i>	
<i>Attendance at launch of the book “Aportando brechas para promover la democracia digital. La experiencia del proyecto Red de Democracia Digital en Villa El Salvador y Villa María del Triunfo” in Villa El Salvador</i>	
Thursday, May 30, 2013	
<i>Visit to district of Villa El Salvador</i>	
Clara Canales	Technical Cooperation Director, Universidad Nacional Tecnológica del Cono Sur de Lima – UNTECS
Walter Vilca	Social Outreach Office – UNTECS
Luz Sanabria	Social Development Manager, municipal government of Villa El Salvador
<i>Focus group with members of the Digital Democracy Network Consortium of Villa El Salvador</i>	
- Eleodoro Mayurí	Group promoting local education project
- Gregorio Salvatierra	Environmental Committees Network
- Miguel Jahualaya	Sector Coordinator – Sector 1
- Jorge Chonto	Multisectoral Board – Sector 7-9-10
- Flor Silva	Community Committee to Fight Drugs
Friday, May 31, 2013	
Meeting of evaluation team	Luisa María Aguilar, International Expert, Susana Guevara, National Expert.
Tuesday, June 4, 2013	
<i>Closing meeting with team of Global Center for Development and Democracy in Peru</i>	
- Ana María Romero-Lozada	Director, Global Center for Development and Democracy in Peru
- Antonieta Manrique	DDN Project Coordinator
- Juan Sánchez	Coordinator, Territorial Development and Employment Generation project– CGDD

ANNEX 4: ACRONYMS

CCL	Consejo de Coordinación Local
CGDD	Global Center for Development and Democracy
CUAVES	Comité Urbano Autogestionario del VES
DDN	Digital Democracy Network
ICT	Information and Communication Technologies
UNDEF	United Nations Democracy Fund
UNTECS	Universidad Nacional Tecnológica del Sur
VES	Villa El Salvador
VMT	Villa María del Triunfo