



# Proyecto Acción Transformadora

Project Number AID-520-A-17-00005

## Revised Annual Implementation Plan for First Year August 7, 2017 through September 30, 2018

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Submitted to  
USAID/Guatemala  
August 13, 2018

*Note: This revised Implementation Plan responds to USAID comments on earlier versions of this Plan (originally submitted October 27 and revised on December 1, 2017). and an agreement between USAID and IREX on January 23, 2018 to change the Results Framework presented in the RFA through a revised Project Description. Additional USAID comments were provided to subsequent revisions, based on the new Project Description, submitted on February 14 and March 8, 2018. It also incorporates a change to the project name, as proposed in the original Project Description, to reflect youth input. The project name was formally changed from “Harnessing Emerging Political Leadership for an Accountable Guatemala” to “Proyecto Acción Transformadora” on May 25, 2018.*

## ACRONYMS LIST

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CARSI	Central American Regional Security Initiative
CICIG	International Commission Against Impunity in Guatemala
CLA	Collaborative, Learning, & Adapting
COCODE	Community Level Development Council
COMMs	Community Committees
COMUDE	Municipal Level Development Council
CONADI	National Council for the Care of Persons with Disabilities
CONJUVE	National Youth Council
COP	Chief of Party
CSO	Civil Society Organization
CSP	Community Solutions Program
CVA	Citizen Voice and Action
DNH	Do No Harm
EDG	Escuela de Gobierno
GBV	Gender-Based Violence
GoG	Government of Guatemala
IR	Intermediate Result
LDP	Leadership Development Plan
LGBTI	Lesbian, Gay, Bisexual, Trans, and/or Intersex
LLP	Lifelong Learning Project
MEL	Monitoring, Evaluation and Learning
MENAMIG	National Bureau for Migrations in Guatemala
MINEDUC	Ministry of Education
MIS	Management Information Systems
MSC	Most Significant Change
MSPAS	Ministry of Public Health
NGO	Non-Governmental Organization
NIMD	Netherlands Institute for Multiparty Democracy
OAS	Organization of American States
OCA	Organizational Capacity Assessment
PADF	Pan American Development Foundation
PYD	Positive Youth Development
RCT	Randomized Control Trial
REDNADS	The National Network of Sexual Diversity and HIV of Guatemala
RENADISGUA	National Network for People with Disabilities in Guatemala Civil Society
RENOJ	National Network of Mayan Youth Organizations
SEGEPLAN	General Planning Secretariat
SNA	Social Network Analysis
SOSEP	Secretary of Social Works of the President's Wife
UNAMG	The National Union of Guatemalan Women
URL	Universidad Rafael Landívar
USAC	Universidad de San Carlos
WV	World Vision

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## INTRODUCTION

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IREX is pleased to re-submit the Year 1 Implementation Plan for implementation of *Proyecto Acción Transformadora*, under Cooperative Agreement No. AID-520-A-17-00005. This first annual implementation plan presents activities to be implemented during the first year of the program, and also includes the project's start-up period from the award date of August 7, 2017 until the initial submission of this workplan. All elements of this workplan are based on a collaborative process. IREX developed the plan drawing from essential elements of the original proposal, discussions with USAID regarding modifications to the original activities outlined in the proposal, and through consultation with partners and stakeholders during meetings and workshops coordinated by the IREX *Proyecto Acción Transformadora* team based in Guatemala.

## BACKGROUND

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The overarching goal of *Proyecto Acción Transformadora* is to ***develop a self-sustaining, equitable and representative cadre of future political leaders with the capacity to address some of the country's most pressing challenges***. In this context, the long-term goal is ***to advance equitable development in Guatemala through political action by new youth leaders who have tools, knowledge, and opportunities to influence and shape policies and governmental decision-making***. IREX's key strategies towards these efforts stem from conversations across Guatemalan civil society, government, and educational institutions, and are applied through the lens of best practices from IREX's decades of specialized expertise in youth, leadership, and civil sector strengthening.

A flexible approach to reaching this goal is critical in the face of changing circumstances in Guatemala. In the months following the *Proyecto Acción Transformadora* award to IREX, the program has necessarily adapted to intensifying conversations about rule of law, continuing allegations of corruption at the highest levels of government, and the role of international efforts in combating corruption in Guatemala. Demonstrations during the months of September and October 2017 further highlighted many of the issues and opportunities for which the *Proyecto Acción Transformadora* project was created. *Proyecto Acción Transformadora* will harness the surging political momentum within marginalized populations, and structure planned activities in such a way that they will be even more effective given the current reality.

The need to invest in Guatemalan youth for a stronger and more transparent governance is more urgent now than ever. The ongoing battle between the Constitutional Court and the president's administration over the International Commission Against Impunity in Guatemala (CICIG) that began in August 2017 demonstrates that the country still has far to go in acknowledging and resolving widespread corruption. As the 2019 election cycle edges closer, youth movements and voices need to be reinforced to leverage their energy and ideas into actions. Participation through the *Proyecto Acción Transformadora* ecosystem of networks, training, knowledge, and opportunities for working together and critical thinking is one answer at this essential moment in Guatemala.

It is clear from recent events that Guatemalan youth are ready for something different. While a number of youth currently involved in politics have the energy and accumulated experience to

create social movements, the looming election in 2019 provides a clear and present motivation for large numbers of new youth leaders to take part in *Proyecto Acción Transformadora* programs. And without these programs, current youth leaders and movements again risk being painted into a political corner, linked with ideologies that may eventually taint their message and derail their efforts to make change in the country. Moreover, should the elections in 2019 fail to yield a more diverse and inclusive political atmosphere, we fear that potential youth leaders, many of whom already express a cynical view of the country's politics, risk being lost to the democratic process entirely. The *Proyecto Acción Transformadora* project hopes to maximize this clear and present opportunity to inspire a new generation of leaders, especially in the period before the next elections.

***Cooperative Agreement:*** *Additional background and adjustments to scope and project description:* In August 2017, USAID informed IREX that the *Proyecto Acción Transformadora* project ceiling would be reduced from \$35 million to \$15 million over the five-year award period. IREX subsequently adapted the project's start-up approach to align with new staffing realities and a significantly reduced scope.

In coordination with the Mission and international and local partners, IREX decided on significant structural changes to the scope and scale of *Proyecto Acción Transformadora* activities over the five-year award. More specifically, the budget decrease of 57% led the program to emphasize political leadership over civic leadership development, and to more sharply focus training elements and geographic locations for the foundational training curriculum under Objective 1; the program eliminated some long-term higher education scholarships under Objective 2; and the revised scope significantly diminished the focus on supporting adult-led organizations under Objective 3.

IREX submitted a revised project description and budget to USAID on October 23, 2017 and responded to USAID comments and suggestions in an updated version of the project description submitted on February 8, 2018.

## PROJECT APPROACH

The IREX team brings a fresh and forward-looking approach to supporting youth civic and political leadership; starting from outside of the political realm, *Proyecto Acción Transformadora* will build a lasting cadre of future political leaders who will intersect meaningfully with politics but create a new, ethical space to do so.

*Proyecto Acción Transformadora*'s evidence-based program innovations are embedded in the elections cycle and include: tested leadership tools based on principles of authentic and transformational leadership and positive youth development; a multi-faceted network management and learning approach; and high-impact scholarship management systems.

The IREX team's agenda will position USAID/ Guatemala as an innovator in building a more nuanced understanding of how concentrated investment in youth leadership development can impact Guatemala's governance and stability. *Proyecto Acción Transformadora*'s theory of change is outlined below and demonstrates the links and assumptions between objectives, the project purpose, and the anticipated long-term impact.

### PROYECTO ACCIÓN TRANSFORMADORA

#### THEORY OF CHANGE: Accumulating research

highlights the potential of authentic youth participation in civic life as a key enabling factor in: 1) youth agency, 2) as a booster of social capital which has been linked to violence prevention, and 3) as a factor in strengthening accountability in governance which is key to violence reduction and to reducing youth participation in political violence. In Guatemala, youth voice contributed to the change in government in 2015, but is only slowly translating into more transparent government. In the long-term, the IREX team anticipates that improved governance will strengthen the rule of law, which will subsequently also have a long-term impact on violence prevention. In the shorter term, IREX will target *Proyecto Acción Transformadora* thematic activities and grants specifically around issues related to accountable governance and youth-led efforts to reduce violence, among other key thematic areas.

**IF:** Youth from marginalized urban and rural communities are provided with opportunity to effect positive change in Guatemala

**AND:** Youth from middle and professional classes develop an understanding of the diverse problems facing Guatemalan society

**AND:** A diverse range of these youth engage on issues collectively (and work with adult-led political organizations & structures)

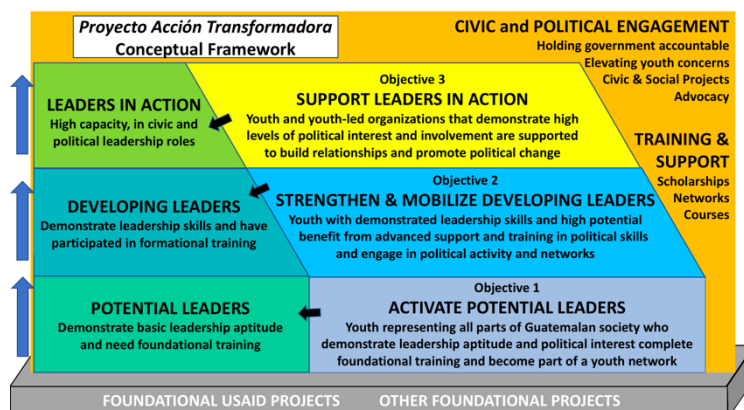
#### **Assuming:**

- Violence & instability do not worsen
- Electoral platforms produce political choices that are deemed at least minimally acceptable to people
- Enough youth movements remain apoliticized

**THEN:** A more diverse cadre of youth will be more responsibly engaged in civic and political life, which will reduce levels of violence and conflict and improve governance

### PROYECTO ACCIÓN TRANSFORMADORA CONCEPTUAL FRAMEWORK: *Proyecto Acción*

*Transformadora*'s three objectives lead to the project purpose, the creation of a cadre of well-positioned youth political leaders. Objective 1 creates initial energy, impact, and launchpads for initial youth participation as "potential leaders" and lasting channels so that it continues; Objective 2 focuses on the next level of "developing leaders" and strengthens sustainable systems to further build their knowledge and experience; and Objective 3 catalyzes high capacity youth who are already "leaders in action" and focuses them on the divides characterizing Guatemalan society today and their efforts to build coalitions and have a positive impact on politics in Guatemala.



## RESULTS FRAMEWORK:

**Long-term Impact:** Increasing equitable advances in Guatemala's development through the collective civic and political engagement of a more diverse cadre of leaders who are equipped with the tools and opportunities to influence and shape policies and governmental decision-making.

**Project Purpose:** Build an equitable and representative cadre of future political leaders with the capacity to address some of the most pressing challenges facing Guatemala.

**Objective 1: Activate potential leaders**  
Youth from all parts of Guatemalan society who demonstrate leadership aptitude and political interest build their political leadership skills and engage in local political action and political networks.

**Objective 2: Strengthen & mobilize developing leaders**  
Youth with demonstrated leadership skills and high potential build and apply advanced political leadership skills and engage in broader political activity and networks.

**Objective 3: Support leaders in action**  
Youth and youth-led organizations that demonstrate high levels of political interest and involvement work collaboratively with others to promote political change.

### **Results: Potential Leaders**

R1.1: Youth interested in politics, especially marginalized youth, strengthen their basic political leadership skills.

R1.2: Increased awareness, interest, and participation of youth in advocacy and political activities.

R1.3: Sustained youth engagement and participation in civic and political life  
(*Proyecto Acción Transformadora* Network)

### **Results: Developing Leaders**

R2.1: Increased political leadership capacity developed in youth from a broad range of backgrounds through higher-level political education and training.

R2.2: Increased support for developing political leaders through individualized services.

### **Results: Leaders in Action**

R3.1: Increased cross-cultural understanding and cooperation between urban and rural youth and across differences in ethnicity and income.

R3.2: Increased interaction and communication between youth-led movements and organizations based in Guatemala City and those outside Guatemala City.

R3.3: Increased capacity for advocacy and political action developed in youth-led movements and organizations on an increased breadth of issues.



**STRATEGIC PRINCIPLES FOR PROYECTO ACCIÓN TRANSFORMADORA IMPLEMENTATION:** The IREX team has constructed a technical approach through intensive consultation with youth leaders, youth-led organizations and movements, and Guatemalan stakeholders. The following Strategic Principles align with USAID’s identified core implementation principles, are central to the IREX team’s *Proyecto Acción Transformadora* design, and will remain at the forefront of implementation.

- **Unrelenting focus on creating scalable and sustainable pathways for young Guatemalan civic and political leaders.** *Proyecto Acción Transformadora* will strengthen and create pathways to leadership through civic and political engagement programs for *potential leaders* at the municipal level; educational and scholarship programs for marginalized *developing leaders*; and collaboration, learning, and mentoring to solidify capacities as *leaders in action* (see *Conceptual Framework* above). Scaling leadership reach will be encouraged through an ever-expanding set of project thematic areas (such as accountable governance, violence prevention, social services, and environmental protection), accelerated by network activities and fostered through grant opportunities. The growing and diverse *Proyecto Acción Transformadora* leadership cadre will serve as role models and mentors for a rising generation of young leaders.
- **Ground capacity-building and youth advocacy in the elections cycle to promote political leadership.** *Proyecto Acción Transformadora*’s support to youth and youth *colectivos* will be grounded in the elections cycle, helping them strategically identify and advocate for civic and political priorities. In the Lead-Up phase, *potential* and *developing leaders* will learn about elections and how to participate – in voting, advocacy, or activism – while interested *leaders in action* will access training on more direct involvement in politics. The *Proyecto Acción Transformadora* network and support to youth-led media and communications groups will provide robust platforms to amplify youth voices and advocacy priorities.
- **Promote equity through customized approaches to youth leadership considering demographics and diversity.** Through conducting a youth-led analysis of barriers and needs of marginalized groups, targeting areas where marginalized youth are, and consistently applying an inclusion approach, *Proyecto Acción Transformadora* will strive to elevate marginalized youth, creating equity.
- **Promote authentic and transformational leadership through tested tools, building on existing assets and scaling existing models.** IREX will focus on *authentic and transformational leadership* frameworks for the Guatemalan context based on the findings of the Youth-Led Leadership Assessment. The *Proyecto Acción Transformadora* leadership framework will also build basic leadership skills such as planning, critical analysis, and problem-solving, and will focus on potential and developing *political leaders* who engage in community organizing, outreach to local, regional, or national leaders, policy advocacy, activism around elections, and/or are interested in public office and become *leaders in action*. Working with its Youth Leadership Committee, the IREX team will build on and scale up from what exists – including existing *colectivos*, youth-led organizations, and educational and training institutions– to ensure local ownership and maintain sustainable pathways.
- **Incorporate youth-led approaches and positive youth development (PYD) into every aspect of Proyecto Acción Transformadora.** Given the extent of youth stigmatization in Guatemala, a youth-led, PYD approach will underpin project implementation. The IREX team will ensure



authentic youth participation by engaging youth as trainers, mentors, mobilizers, collaborative planners, problem-solvers, implementers of civic actions, and contributors to their communities.

- **Utilize Collaborative Learning Approaches (CLA) and project interventions driven by relevant information and meaningful data:** IREX uses data and critical analysis skills as tools to promote the transparency that youth crave; reliable information and data contribute directly to the brand of new leaders and their interface with government and the public. *Proyecto Acción Transformadora* youth will learn how to access information and data about governance and political and electoral processes, how to verify data, and how to use data and information – including Guatemala’s access to information law – to inform their leadership efforts. IREX will model a data-driven approach throughout implementation – from training activities, to engagement methods, to the CLA and MEL approach. *Proyecto Acción Transformadora* design updates and decision-making will be done in close cooperation USAID and a *Proyecto Acción Transformadora* Youth Leadership Committee.

#### **APPROACH TO IDENTIFY PROYECTO ACCIÓN TRANSFORMADORA TARGET YOUTH**

**POPULATIONS:** *Proyecto Acción Transformadora* will cover youth ages 16-35 to capture the breadth of young leadership across the country. *Proyecto Acción Transformadora* activities target a larger number of younger youth aged 16-24, who are more at-risk for migration and violence, and a lower number of developing youth leaders aged 25-35. Objectives 1 and 2 target marginalized youth from rural, urban, and peri-urban areas, while Objective 3 will also engage middle/professional-class youth leaders. In line with ensuring *equity* and diversity, the IREX team will carefully build each youth cohort based on diversity factors. *See objective descriptions for more on identifying target youth.*

**POLITICAL GROUNDING:** Empowering a new generation of political youth leaders is dependent on new knowledge, skills and attitudes, and it is necessary to consistently connect the vision in each discussion with educational institutions, participants and resource partners. By integrating tailored short-courses and learning opportunities into the upcoming election cycle, youth leaders will be able to apply direct knowledge in a meaningful way.

Opportunities through the Escuela de Gobierno and the NIMD certificate program emphasize components oriented toward youth leaders who are considering a future in public office and can be customized for this cohort.



## **EMPOWERMENT APPROACH TO GENDER, INDIGENOUS GROUPS & MARGINALIZED POPULATIONS:**

<b>From Inclusion to Equity: <i>Proyecto Acción Transformadora</i> Approach to Gender</b>
Proyecto Acción Transformadora will conduct a <b>gender gap analysis</b> early in program implementation to guide its gender integration plan and incorporate a gender lens in the <b>youth-led assessment</b> . The analysis will review gender gaps and issues such as gender-based violence that could impact results: include a digital behaviors analysis, understanding how female and male youth engage differently online, provide and in-depth, targeted view of communities and youth's understanding of leadership using a gender lens and identify gender barriers to assuming leadership
Proyecto Acción Transformadora will <b>engage current leaders to foster enabling environments</b> to build both young male and female leaders, raising gender awareness and introducing gender
<b>Project activities will be developed and implemented using a gender lens.</b> The Proyecto Acción Transformadora curricula will offer a gender-based perspective of leadership and will not reinforce gender stereotypes. For example, examples of men and women leaders will be cited and illustrated throughout, including examples of male leaders supporting women in leadership positions.
<b>All IREX team staff and partner facilitators will be trained in Gender 101</b> to build their capacity to ensure an enabling environment that fosters gender equality within all project activities
<b>Announcements for opportunities</b> will include specific language and examples of how gender equality and female empowerment are cross-cutting principles throughout the project. Selection criteria will also be developed accordingly. Data analysis will be used to extract lessons learned and success in engaging young women in leadership and engaging young men to support them.

**Gender and Inclusion:** *Proyecto Acción Transformadora*'s design offers opportunities to populations that are traditionally excluded, including women. Given the deeply divided nature of the country, this interaction is essential to create the inclusive cadre of leaders that Guatemala requires to build a future that considers all of its citizens. In order to ensure that marginalized populations, including indigenous, rural, poor, female, LGBTI, and disabled populations, are included in the program, *Proyecto Acción Transformadora* will employ both project-wide and targeted strategies. This inclusion approach will target certain groups that face extra barriers, using role models and other support services. For indigenous, female, LGBTI, and disabled youth, the IREX team will reach out to relevant networks for advice on inclusion adaptations. IREX has budgeted an *inclusion fund* to support accommodations for disabled youth and has included funds for childcare in its subsistence allowances to accommodate young parents.

<b>Reducing Barriers &amp; Exclusion: <i>Proyecto Acción Transformadora</i> Inclusion Approach</b>
<b>Training for potential leaders and community-level work</b> will focus on youth from marginalized communities, including rural and urban communities with scarce resources, high violence rates, and indigenous communities.
<b>Educational opportunities</b> will target marginalized populations and opportunities based in the western highlands, where Proyecto Acción Transformadora partners work with those traditionally excluded from education, including rural and indigenous populations. Educational programs will also engage urban and peri-urban marginalized youth and the Garifuna community.
<b>Networks and project gatherings</b> will include all youth in Guatemala, and intentionally engage middle and professional-class youth, but will target activities that promote understanding between youth leaders in Guatemala City and the rest of the country. Exchanges and collaboration will target creation of empathy between Guatemala City youth and youth in the rest of the country, while preparing both to manage interactions.
To ensure <b>inclusive project materials and training</b> , Proyecto Acción Transformadora will review training content from the perspective of gender, ethnicity, inclusive project materials and training geography, socioeconomic status, sexual orientation, and ability by drawing on its diverse staff and employing assistance from groups such as Lambda (LGBTI advocates) and CONADI (disability rights). All content produced by Proyecto Acción Transformadora will offer representative examples of diverse leaders.

## CROSS-CUTTING ACTIVITIES

**Activity 0.1: Create a Diverse and Inclusive *Proyecto Acción Transformadora* Youth Leadership Committee.** IREX will create a diverse Youth Leadership Committee, recruiting from USAID foundational youth programs in Year 1.

### **Implementation Steps:**

- Create a profile for committee members and develop a recruitment plan and selection criteria
- Create terms of reference and by-laws for the committee
- Recruit and select committee members
- Provide initial orientation and training for committee members

Timeline: November 2017 –April 2018

Resources: PYD/Network & Outreach Manager

Outputs: Youth Leadership Committee formed and activated with 15 members

**Activity 0.2: Design and incorporate a *Proyecto Acción Transformadora* gender and inclusion strategy<sup>1</sup>.**

The projected outcomes<sup>2</sup> of this activity include ensuring that the IREX team and partners use inclusive language in materials developed for training and that activities demonstrate gender and inclusion sensitivity: inclusive recruitment of participants and equal sharing of leadership in training activities across gender and other differences.

Given the multi-layered barriers that female youth face in participating in civic and political life, a Gender and Inclusion Strategy will inform all project activities. A *gender and inclusion analysis* will inform development of the *Gender and Inclusion Strategy*, which will address gender equality, female empowerment, inclusion and empowerment of marginalized groups (including ethnic minorities, youth from poor communities, rural youth, LGBTQI youth, and disabled youth), and mitigating gender-based violence. IREX will design its programming for Year 1 around the Gender Gap Analysis and Gender and Inclusion Plan (see Annex 1), and aim to complete the full Gender and Inclusion Strategy in Year 2, building on lessons learned from the first year of implementation leveraging the CLA approach.

### **Implementation Steps:**

- Complete Gender and Inclusion Analysis, including desk review, field work (focus groups, informational interviews, and meetings), and report preparation.
- Prepare Gender and Inclusion Plan
- Train *Proyecto Acción Transformadora* staff and partners in Gender and Inclusion approaches
- Train partner facilitators on gender and inclusion strategy

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<sup>1</sup> See Gender Integration Plan (Annex 5) for additional details

<sup>2</sup> NOTE: Projected activity outcomes under each result have been added upon request here and in an opening paragraph under each Results Statement in the narrative below. Not all outcomes identified are part of the official project indicators in the MEL plan that will be measured under the project Monitoring, Evaluation, and Learning methodology.

- Advise and audit *Proyecto Acción Transformadora* staff and partners to ensure that gender and inclusion plan recommendations are implemented across program activities

**Timeline:** Gender and Inclusion Analysis and Plan: October 2017  
 Train *Proyecto Acción Transformadora* Staff, Partners, training facilitators, and other key project personnel: February - September 2018 and ongoing  
 Advise and audit activities: February – September 2018

**Resources:** One international consultant and one local consultant; leadership from IREX staff in Washington, DC; local gender and inclusion experts

**Outputs:** Gender and Inclusion Analysis and Plan (attached to this submission)  
 At least 20 program staff from expanded *Proyecto Acción Transformadora* team trained in gender and inclusion approaches  
 M&E results demonstrate equitable participation across groups and empowerment of female and marginalized groups

**Activity 0.3: Design and manage a small grants portfolio.** The IREX team will use micro- and small-grants to catalyze young leaders, provide for a learning-by-doing approach, and incentivize groups to work collaboratively on shared themes. IREX will provide cash and in-kind grants to groups of youth, youth-led organizations, and *colectivos*. *See individual activities for concrete steps in implementing each small grant program.*

#### **Implementation Steps:**

- Design small grants processes, procedures, applications, and sub-awards/grants manual.
- Establish a management system and platform. Prepare a schedule and cycle for each small grant opportunity.
- Facilitate a workshop to train partners (World Vision, Paz Joven, NIMD, PADF, Demos) on *Proyecto Acción Transformadora* small grants program
- *Roll-out small grant opportunities as described under activities below.*

**Timeline:** Design processes, train partners and roll out grants process: November 2017 – September 2018

**Resources:** Subgrants Manager; IREX/DC grants team

**Outputs:** *[See activities below for grant outputs]*

#### **Activity 0.4: Partnerships and other Co-Funding Opportunities**

In responding to USAID/Guatemala's push to engage the private sector and other potential partners to increase the resources available for project activities, *Proyecto Acción Transformadora* staff and IREX Washington staff will actively seek connections with private sector businesses and other organizations to identify areas of common interest and potential for partnerships. Steps to develop these partnerships include the following:

- **Mapping potential partners** – We will start by mapping out the businesses and organizations whose interests and focus are aligned with those of *Proyecto Acción Transformadora* and where there are potential opportunities to collaborate to achieve mutual objectives. This will involve developing contacts with various parts of the Guatemalan private sector and local foundations. This effort will be focused both in Guatemala City and

in other areas of the country where *Proyecto Acción Transformadora* will be working. IREX Washington will also carry out a mapping of international organizations and corporations with an interest in promoting leadership more broadly and/or have a focus on Guatemala.

- **Identify partnership opportunities** – Partnerships can be based on various ways of working together and mutual support. While some business or organizations may be able to support the project with funds for specific activities related to their markets or products, others may be attracted to the focus on leadership or political engagement of youth based on their political involvement or foundation's interest in these themes.
- **Innovative support mechanisms** – As we look for and engage potential private sector and other organizational partners, we will also be open to identifying various mechanisms for using available resources to benefit the project. For example, private universities may be interested in offering training opportunities at minimal or discounted costs in areas of particular interest where *Proyecto Acción Transformadora* staff can help develop the curriculum or methodological approach. Leaders in the private sector may be interested in being part of leadership training modules or offer opportunities to engage youth groups directly. Some foundations or other groups may be interested in helping marginalized youth develop their political leadership skills. Some businesses or other private organizations may be able to offer employees interested in being mentors for scholarship students or new leadership looking for guidance. Cooperatives may be interested in certain kinds of leadership approaches. Other kinds of in-kind support may be available for specific needs. We hope to identify creative approaches to attract support from both the private and not-profit sector.

Based on these premises, we propose the following steps to identify and develop private sector partnerships over the course of the program:

- **Engage knowledgeable Guatemalan and international contacts** – We will initiate a series of conversations and analysis with Guatemalan interlocutors who can help us develop a list of potential business and organizations whose interests and focus align with those of *Proyecto Acción Transformadora*.
- **Identify previous IREX partners with interest in youth leadership and youth political engagement** – IREX has worked with various partners in youth and leadership programs around the world and headquarter staff can identify where the interests of some of these organizations may make involvement in this innovated project in Guatemala worth considering.
- **Approach identified organizations and individuals with creative ideas** – *Proyecto Acción Transformadora* staff will develop innovative opportunities to engage private and non-profit partners in areas that are a fit for their organizations and goals and share those ideas that could offer mutual benefits.

**Caution:** We believe that there is important and real potential for partnerships with the private and non-profit sector in Guatemala and internationally. However, we are also cognizant of some potential drawbacks. Some elements of the private sector are seen by youth as primary supporters of a political system that is broken and/or aligned with the status quo. They are wary of the interests of the private sector as not in line with the future of Guatemala they envision.

We need to also beware of the possibility the private sector engagement may be motivated by an interest in creating opportunities to influence the direction of youth leaders of the future and orient their support in specific ways.

### Implementation Steps:

- Carry out a mapping process to identify potential private or non-profit sector organizations and individuals whose interests and goals are in line with *Proyecto Acción Transformadora*
- Directly contact individuals or organizations that share similar interests in promoting youth political leadership or identify others who can follow through with these contacts
- Jointly develop ideas for collaboration
- Develop agreements regarding activities and shared funding

Timeline: March -September 2018 and ongoing

Resources: *Proyecto Acción Transformadora* senior leadership team and other staff, IREX/DC staff working on youth and leadership projects elsewhere and with private sector contacts.

Outputs: Partnerships developed with private or non-profit sector sources that bring additional resources to *Proyecto Acción Transformadora*.

### OBJECTIVE 1 – “ACTIVATE POTENTIAL LEADERS”

**Youth from all parts of Guatemalan society who demonstrate leadership aptitude and political interest build their political leadership skills and engage in local political action and political networks.**

Objective 1 Results		FY 18 Targets
Result 1.1	Youth interested in politics, especially marginalized youth, strengthen their basic political leadership skills.	Foundational training curriculum/methodology developed, tested, and implemented  325 potential youth leaders trained and acquire increased capacities in communication, advocacy, networking, citizen rights and responsibilities, how to participate in elections, and how to engage community leadership  15 municipalities reached
Result 1.2	Increased awareness, interest, and participation of youth in advocacy and political activities.	At least 15 Youth-Led Projects awarded and implemented.
Result 1.3	Sustained youth engagement, collaboration and participation in civic and political life. ( <i>Proyecto Acción Transformadora</i> Network)	<i>Proyecto Acción Transformadora</i> network created  At least 30% of youth who participate in initial foundational training or participate in other project activities join the <i>Proyecto Acción Transformadora</i> Network

Objective 1 serves as a launch-pad for youth political participation at the municipal and national levels, creating energy, impact, and lasting channels to maintain momentum. The focus of Objective 1 is on generating and supporting greater understanding, interest, and participation of young potential leaders, carrying out processes of strengthening organizations and groups of young people, as well as promoting the articulation and joint work of young people. All of the above results and activities aim to increase the participation of young people individually and collectively in political and advocacy activities.

**Result 1.1: Youth interested in politics, especially marginalized youth, strengthen their basic political leadership skills.**

The projected activity outcomes under this result include a high level (75%) of potential leaders who participate in foundational training that acquire academic and leadership competencies based on the *Proyecto Acción Transformadora* Leadership Competencies Framework (see Annexes 3 and 4).

**Activity 1.1a: Design an inclusive and experiential foundational political leadership training methodology for potential leaders from diverse backgrounds**

IREX will work with World Vision, Paz Joven, and youth representatives to design a comprehensive foundational training that addresses the informational and skill barriers to increased youth advocacy, community organizing, and political engagement. To ensure a coherent foundational training strategy, IREX will create a quality assurance framework and provide oversight through its Youth Training Manager and Youth Engagement Officers. IREX will apply its tested approach to training (detailed in its Training Guide) to designing the *Proyecto Acción Transformadora* foundational training. This approach includes the following steps in the design phase: analysis, design, and content development.

**Implementation Steps:**

- **Lead the training design process**, leveraging IREX's tested approach to training design, which includes all partners to ensure buy-in and grounds training in clear learning objectives and a leadership framework.
  - The Youth Training Manager will lead a team including World Vision and Paz Joven representatives to ***analyze the needs of target youth through a training needs assessment***, adding additional content if needed.
  - ***Develop learning objectives*** that cover communication, advocacy, networking, citizen rights and responsibilities, how to register to vote and participate in elections, how to participate in community leadership, etc. (See Annexes 3 and 4 for competencies and foundational training modules)
  - ***Draw from existing, tested partner content that is aligned with training needs and learning objectives.***
- **Review previous partner training efforts** to draw on previous efforts.
- **Align training with other youth-focused programs**, including USAID project such as Community Roots, *Convivimos*, CEPPS, *Nexos Locales*, *Puentes*, Communities Leading Development, *Leer y Aprender*, and others.



- **Finalize design of shared monitoring and evaluation tools** for use in determining baselines and after training activities in order to compare results.
- **Produce and socialize the completed foundational training framework** with stakeholders, including donors, training modules and monitoring tools.

Timeline: Design foundational training program for potential leaders: December 2017 – June 2018

Resources: DCOP/Programs will lead this process initially, and then transition daily leadership of this activity to the Youth Training Manager once that individual has been hired and properly trained. They will together lead a series of collaborative meetings to establish a common training methodology and will rotate between partner offices.

Outputs: *Proyecto Acción Transformadora* community-level youth training materials. Products will include:

- **A framework for foundational training**, including learning objectives and leadership competencies for youth participants, the elements of authentic and transformational leadership approaches (see Annex 1), and guidance for trainers on using modular materials;
- **A set of training modules** including all specific content needed to provide training in line with the framework and guidance for trainers, including how to assess each group of learners, apply a positive youth development approach to their work, and align activities with the political cycle;
- **Training materials** for use by facilitators in training activities
- **Tools for measuring participants' learning.**

### **Activity 1.1b: Implement foundational training in priority municipalities**

*Proyecto Acción Transformadora* partners will train youth to serve as municipal-level trainers, volunteers, and mobilizers, and will implement foundational training in target municipalities.

*Geography and reach:* In Year 1, World Vision and Paz Joven will reach 15 municipalities and train 20-25 youth per municipality, with World Vision focusing on rural and indigenous youth from municipalities in the Western Highland departments of Quetzaltenango and Totonicapán, and Paz Joven focusing on urban youth in the Department of Guatemala. The municipalities in Quetzaltenango include Cantel, Coatepeque, Concepción Chiquirichapa, Colomba Costa Cuca, San Juan Ostuncalco, Quetzaltenango, and Palestina de los Altos; and for Totonicapán: San Bartolo Agua Calientes, Momostenango y Totonicapán. Meanwhile, Paz Joven will focus on more urban youth in 5 municipalities, which have been preliminarily identified as Mixco, Villa Nueva, Santa Catarina Pínula, San Miguel Petapa and Guatemala (Zones 6 and 18).

*Outreach/recruitment for youth:* Under the leadership of the IREX DCOP for programs and the Youth Training Manager, teams from World Vision and Paz Joven will work with other foundational USAID programs and use their own existing youth networks to implement training. To identify high potential participants, the IREX team will leverage: 1) networks from foundational USAID projects such as Convivimos, Community Roots, Nexos Locales and Communities Leading Development, 2) the existing reach of the IREX team, and 3) Guatemalan

youth networks that target female, indigenous, disabled, and LGBTI youth (such as Lambda and CONADI), as well as those like the Unión Universitaria Guatemalteca that coalesce youth leaders. Both referrals and open calls for applications will drive recruitment, according to clear guidelines for each activity, and prioritize youth who have demonstrated commitment to civic and/or political leadership and social justice (See *Profile for Developing Leaders* in Annex 2 and the *Acción Transformadora Leadership Competencies Framework* in Annex 3). The IREX team will tailor outreach to diverse participants according to each group's unique needs (see box right). Practices of political neutrality, inclusivity, and transparency will help avoid misconceptions and conflict, and mitigate risk.

### Implementation Steps:

- ***Outreach and participant recruitment: (IREX and partners)***
  - Establish criteria, publish call for participant applications via nominations, referrals, and/or open applications
  - Review of candidates/applications received
  - Partners select participants through interviews and technical evaluation process,
- ***Training of trainers: (IREX and partners)***
  - Partners develop job descriptions; recruit and hire facilitators
  - Training plan created for facilitators
  - Training and orientation for facilitators
- ***Training Implementation:***
  - Invitations are issued for youth participants
  - Logistics for workshops are established
- ***Implementation of workshops or potential youth leaders:***
  - ***World Vision*** foundational training workshops will be led by one senior facilitator and two field facilitators and will aim to reach 250 youth in the first year from the areas mentioned above. This training program will take place over 10 months (five for *Proyecto Acción Transformadora* training, consisting of 10 four-hour sessions, and five for their *Citizens Voice in Action* training which will include Youth-Led Projects community/advocacy projects in each municipality. Foundational training will be held in cluster communities with an additional two-day residential program at the department level that brings together youth from different training session groups and encourages them to take action in their home communities.
  - ***Paz Joven*** will conduct five sessions of 1½ days over a four-month period. Between training events, youth will implement hands-on application of training material under the oversight of Paz Joven facilitators. Training for 75 youth from urban municipalities will also include Youth-Led Project activities at the community level and engagement with local authorities. Paz Joven staff will work with local authorities in identified municipalities to strengthen opportunities for practical application.

### Illustrative Outreach Approaches

- ***Rural youth:*** Community radio announcements, such as the Guatemalan Federation of Radio Schools.
- ***Indigenous communities:*** Multi-language announcements; information for families.
- ***Rural and peri-urban youth:*** In-person informational sessions. Alliances with community leaders and churches, including announcements from faith leaders.
- ***Urban and peri-urban youth:*** Leverage online social networks – Facebook, Whatsapp, and SMS pushes if appropriate (TIGO, Claro).

<u>Timeline:</u>	Participant outreach and recruitment: April – May 2018 Training of facilitators: May 2018 Training Implementation: <ul style="list-style-type: none"> <li>▪ World Vision Youth Foundational Training: May– September 2018 (and ongoing)</li> <li>▪ Paz Joven Youth Foundational Training: June – September 2018</li> </ul>
<u>Resources:</u>	Youth Training Manager, Youth Engagement Officer(s), Facilitators, training manuals, training materials, travel support, accommodation, meals
<u>Outputs:</u>	250 youth trained by World Vision in municipalities within the Quetzaltenango and Totonicapán departments 75 youth trained by Paz Joven within the department of Guatemala

### **Result 1.2 - Increased awareness, interest, and participation of youth in advocacy and political activities**

The projected activity outcomes expected under this result are 1) that potential leaders participating in foundational training will develop experience in designing, managing, and evaluating community projects through the process of implementing Youth-Led Projects and 2) youth in organizations supported by the project engage actively in elections processes.

**Activity 1.2a: *Youth lead politically-focused projects at the community or municipal level.*** The IREX team will support youth political engagement activities across Guatemala. As a part of foundational leadership training, youth will conduct politically-focused community projects, such as activism or advocacy to raise the profile of a community priority, working with political leaders to implement a community initiative, or getting involved in or leading activism or community organizing around a shared priority. Each foundational training cohort and cycle will include at least one substantial advocacy or political action planned and implemented by youth such as informed voting campaigns; open forums with candidates; fora to promote accountability from government officials. Implementing partners (World Vision and Paz Joven) will help youth identify how to introduce their project, receive approval and support from adult-led structures, and implement.

Youth can receive funding for Youth-Led Action Projects to create and implement these projects. IREX will offer funding, through World Vision and Paz Joven, to support Youth-Led Action Projects to *Proyecto Acción Transformadora* participants in all activities. Funded projects will require participation from a team of at least four youth, meet an identified advocacy or civic need, and require coordination or outreach to one or more adult-led community structures.

During and after the project, youth and the IREX team will promote the work they have done to raise awareness and interest in political action – through in-person presentations, social media videos and posts, and engagement with youth-led media networks.

#### **Implementation Steps:**

- ***Create community project processes and procedures.*** Create community project guidance and simple application and monitoring materials for Youth-Led Projects.

- ***Facilitate advocacy and/or political action activities within foundational training (1.1b).*** Ensure that each foundational training cohort collectively identifies one experiential activity, engages in the activity, and de-briefs it as a group.
  - Monitor each training cohort to coach trainers and ensure quality of experience.
  - Liaise with adult-led municipal structures or community structures as needed.
  - Help youth cohorts and teams promote activities through in-person presentations and social media.
- ***Manage selection and implementation processes for Youth-Led Project cycles.***
  - Review project proposals on a rolling basis.
  - Assemble proposal review team, including youth representatives.
  - Award funding for approved projects.
  - Manage, monitor, and ensure reporting on local projects.

**Geographic targets:** Projects will be focused in the same areas as foundational training with World Vision focusing on rural and indigenous youth from municipalities in the Western Highland departments of Quetzaltenango and Totonicapán, and Paz Joven on urban youth in the Department of Guatemala.

**Timeline:** June – September 2018 (and on-going)  
 Create project proposal and review processes & procedures: June – July 2018  
 Facilitate advocacy/political activities: July – September 2018 and ongoing  
 Hold Youth-Led Project cycles (as described above): August – September 2018 and on-going

**Resources:** Youth Training Manager, Youth Engagement Officers; Sub-Grants Manager, Training Facilitators

**Outputs:** At least 15 Youth-Led advocacy or political action activities held  
 15 Youth-Led Projects approved and implemented

### **Activity 1.2b Youth-led and youth-serving organizations engage youth in elections processes.**

*IREX intends to program activities under this activity in Years 2-5.*

### **Result 1.3: Sustained youth engagement, collaboration, and participation in civic and political life. (Proyecto Acción Transformadora Network)**

Projected activity outcomes from developing the *Proyecto Acción Transformadora* network should be increased communication among youth supported by the project and further growth and greater density of communication in networks focused on political change.

**Activity 1.3a: *A strong, multi-layered network of youth civic and political leaders reaches youth and connects them to civic and political participation opportunities.*** *Proyecto Acción Transformadora* will strengthen existing youth networks and develop project-specific networks for collective impact. Networks allow young leaders to share successes and lessons learned, support each other's efforts, and create feedback loops with media, outreach, and communications efforts, and multiply enthusiasm behind movements. Initially, the network will be created and begin to work with youth beneficiaries from various areas of the project; later it will be extended to youth from other USAID projects and other organizations, and expand to other geographic areas.

### Implementation Steps:

- **Identify existing networks:** The Youth Leadership Committee and IREX staff will identify and connect with existing youth networks that can be a source of support to the *Proyecto Acción Transformadora* network.
- **Develop the Proyecto Acción Transformadora Network:** Project staff will work with consultants and the Youth Leadership Committee to develop the communications infrastructure, identify “connectors”, and take the actions needed to make the *Proyecto Acción Transformadora* network viable and attractive as a source of maintaining contact and promoting youth leadership.
- **Launch the Proyecto Acción Transformadora network:** A tentatively-planned launch event will jump-start the *Proyecto Acción Transformadora* network, the brand, and the initial menu of learning opportunities. The IREX team recommends a one-day launch festival in Guatemala City, bringing together existing youth-led movements, networks, champions, and adult-led organizations invested in youth. The event will feature youth leaders sharing best practices, establish thematic groups (such as political activism, government transparency, marginalized youth engagement, violence prevention, social services), and create energy, enthusiasm, and publicity for *Proyecto Acción Transformadora*.
- **Connect the Proyecto Acción Transformadora Network with other existing networks:** Create and disseminate promotional information to program participants and other stakeholder programs to instruct potential youth leaders on how to source information and resources, explore issues, and offer opportunities for thematic or interest groups to grow organically and connect in asynchronous ways.

Timeline: May – September 2018 and ongoing

Resources: PYD/Network and Outreach Manager

Outputs: *Proyecto Acción Transformadora* Network created and connected to other identified networks

### **Activity 1.3b – Foundational training graduates engage in political activities and participate in the Proyecto Acción Transformadora Network**

As youth participating in the foundational training with Paz Joven and World Vision move toward the end of their training and look specifically at how they can play a political leadership role in their community, municipality, or their country, they will be introduced to the *Proyecto Acción Transformadora* network. We will also intentionally introduce and encourage other participants in all *Acción Transformadora* activities to engage into the network and to contribute. This network will be a source for obtaining follow-up information, support from peers, potential opportunities for engagement or further training, and a way to organize others around things they are interested and engaged in. IREX staff, partner staff, and the Youth Committee will also make use of the network to stay in touch and alert them of upcoming events and opportunities. This support will continue through the end of the project.

## Implementation Steps:

- ***Introduce potential leaders to the Proyecto Acción Transformadora Network.*** Foundational training facilitators and IREX and partner staff will introduce the network to all participants in all *Acción Transformadora* activities as part of the training curriculum and methodology and will begin using it as a way to communicate with fellow participants and facilitators.
- ***Follow-up actions are carried out as part of regular Proyecto Acción Transformadora communications.*** Foundational training graduates and other *Acción Transformadora* participants will be contacted regularly by IREX as part of monitoring and evaluation efforts to determine what participants are actively engaged in projects or political activities. The *Proyecto Acción Transformadora* network will be a primary means communication and youth involved will be invited to follow-up activities and potential higher-level training opportunities.

Timeline: September 2018 and on going

Resources: PYD/Network and Outreach Manager and Youth Training Manager

Outputs: At least 30% of youth completing foundational training and other *Proyecto Acción Transformadora* activities join the *Acción Transformadora* Network

## OBJECTIVE 2 – STRENGTHEN & MOBILIZE DEVELOPING LEADERS

**Youth with demonstrated leadership skills and high potential build and apply advanced political leadership skills and engage in broader political activity and networks.**

Objective 2 Results		FY 18 Targets
Result 2.1	Increased political leadership capacity developed in youth from a broad range of backgrounds through higher-level political education and training.	Short Courses: 120 youth complete Demos ICT training Certificate programs (diplomados): 75 youth receive scholarships for certificate courses and 60 youth receive NIMD Democracy School training Degree programs: 5 youth receive masters scholarships
Result 2.2	Increased support for developing political leaders through individualized services.	75% of youth receiving support services complete scholarships successfully At least 30 % of youth completing scholarships join the <i>Proyecto Acción Transformadora</i> Network

The core strategy for Year One activities under Objective 2 will be to establish a strong foundation to support individual participants and to coordinate creatively and efficiently with relevant partners and educational institutions. By building strong systems of recruitment and selection, Year One activities will ensure that *Proyecto Acción Transformadora* can identify the right youth leaders from marginalized communities for success as they access quality training and learning opportunities typically denied to them.

In response to USAID's priority for short-term and certificate courses, IREX has refocused Objective Two on intensive topical training and learning opportunities available at pre- and post-graduate levels through courses ranging from several days and months, to multiple year technical degrees and certificates. Youth leaders will enter certificate and diploma programs through

universities and other training institutions, and the most advanced will be selected for post-graduate certificates.

In addition to offering its first round of short-term learning opportunities, in the first year *Proyecto Acción Transformadora* will also begin to build synergy across the extended project team, Guatemalan institutions, and with USAID and other youth projects to serve program beneficiaries with a well-planned and integrated system of learning opportunities.

Types of Courses				
Type of course	Characteristics	Approximate duration	Requirements	Type of accreditation
<b>Short Courses</b>	Designed to acquire knowledge or skills in specific subjects.	Up to a maximum of 20 hours.	None. Courses are open to anyone.	No academic degree is obtained, only a diploma or certificate.
<b>Certificate Programs (Diplomados)</b>	<ul style="list-style-type: none"> <li>• A specialization course focused on a particular subject. It can also serve to update the student's knowledge.</li> <li>• Generally has a modular structure for teaching and evaluation.</li> <li>• Can be coordinated by a university, a higher education institution, or a research or advocacy institute.</li> <li>• Can be held at any time since they are not part of the formal education system, therefore, the access requirements do not depend on previous qualifications.</li> <li>• Usually carried out in intensive periods of time and facilitated by thematic experts.</li> </ul>	Generally between 40 and 120 hours.	No academic degree or specific school grade is required, although some knowledge or experience in specific subjects is expected.	The course certification is not a degree, therefore the requirements are more flexible and the parameters to obtain certification are more lax. It may or may not be supported by a university.
<b>Masters</b>	<p>A university degree whose objective is to provide a higher education in an area of a discipline, in addition to deepening the training in theoretical, technological, professional development, for research, in a specific area.</p> <p>Generally the training is complemented with a final work or thesis.</p>	Usually around 540 hours distributed over 1½ or 2 years plus research hours and thesis hours - this varies according to the academic programs of each institution and the particular masters program.	University degree required.	Academic degree is accredited by a university.



## **Result 2.1: Increased political leadership capacity developed in youth from a broad range of backgrounds through higher-level political education and training**

Projected activity outcomes under this result include development of expanded options and access to appropriate courses for developing leaders and that developing youth leaders acquire key competencies for future leadership (see Annex 3) and become involved in political discourse and activity.

**Activity 2.1a: *Educational institutions and Proyecto Acción Transformadora partner to offer relevant courses and scholarships for select marginalized youth developing leaders.*** IREX will collaborate with existing educational organizations offering support and cost-share for appropriate course offerings focused on politics, governance, and leadership for marginalized youth, and will prepare, coordinate, and implement short-term learning opportunity cycles in FY18. IREX will also explore other existing short-term training opportunities including courses at *Escuela de Gobierno*, *ASOLIDES*, *Fundación Paiz*, and other training institutions.

### **Implementation Steps:**

- ***Initial mapping carried out to identify academic and training institutions and relevant short courses, certificate programs, and degree programs.*** Academic courses and practical training opportunities appropriate for the needs of developing political leaders are catalogued and evaluated.
- ***Relationships developed with academic and training institutions:*** Finalize Memoranda of Understanding with select academic institutions to define cost-share and establish a joint approach to recruitment and selection of high-potential marginalized youth.
- ***Select training offerors and/or education institutions initiate or strengthen certificate courses to prepare a new generation of young political leaders:*** With the goal of institutionalizing one or more certificate programs by 2022, the *Proyecto Acción Transformadora* team will work with other organizations and institutions to develop and improve courses that would better meet the needs of developing leaders and prepare them for civic and political roles and involvement.
- ***Relationships and agreements developed with training centers and institutions are formalized:*** Finalize formal agreements with institutions to determine admissions process mechanisms and timelines.
- ***Amplify sustainability, inclusiveness, and relevancy of short-term courses through peripheral support:***
  - Partner with educational institutions and organizations to develop courses relevant for diverse developing leaders
  - Develop written resources and recorded sessions for practical study skills, time management, note-taking and critical reading skills
  - Review training opportunities through lenses of ethnic, gender, LGBTI, and disability sensitivity with resource partners

**Timeline:** December 2017 – September 2018 and ongoing

**Resources:** Youth Learning Manager, Scholarship Officer, education and training institutions, civil society organizations

**Outputs:** Map of existing training institutions and certificate courses in political leadership; gap analysis to identify areas where courses do not exist

Recommendations for project areas of focus for Years 2-5.  
Partnerships established with selected training or academic institutions

**Activity 2.1b: Individual high-potential marginalized youth are identified and networked for appropriate training opportunities.** IREX will prepare for the first round of short-term learning opportunities (short courses) by entering into institutional agreements to further define participant numbers and to establish a joint recruitment and selection approach. A transparent recruitment process will be established (to include nominations and referrals) to identify young leaders for Objective 2 activities. The referral process will help populate a database of marginalized youth leaders with potential and interest in strengthening their leadership capacity through learning opportunities. IREX will update scholarship opportunities frequently and strategically publicize them to identified developing leaders through in-person visits from mentors and role models and support from program staff and other USAID programs. *Proyecto Acción Transformadora* will regularly identify developing leaders from foundational USAID training and other youth projects, adding them to the *Red Proyecto Acción Transformadora* network to ensure that they receive targeted information about Objective 2 opportunities available to them.

**Implementation Steps:**

- **Recruit and select participants for scholarships:**
  - Develop recruitment strategy.
  - Recruit scholarship participants through multiple recruitment channels leveraging the *Proyecto Acción Transformadora* network starting with help from relevant USAID projects, in-person recruitment trips, particularly throughout the Western Highlands, and targeted messages to *Proyecto Acción Transformadora* network members.
  - Select rural and marginalized youth participants for short-term for DEMOS political and social communication workshops.
  - Conduct selection processes to include reading committees who are equipped with criteria and scoring rubrics, in-person or phone interviews and, where necessary, as in the case of post-graduate courses, testing.
  - Work with institutions to ensure participants are enrolled in appropriate programs.
- **Recruit marginalized young developing leaders** focusing on a 50:50 gender representation and appropriate representation of other groups to ensure inclusion objectives are met.
- **Establish a nomination process with institutions and projects working with high-potential developing youth leaders** from target populations, including USAID and other donor youth projects.
- **Create a database/tracking system for supported developing leaders** that feeds into the *Proyecto Acción Transformadora* network; populate it with initial set of youth leaders.
- **Review recruitment opportunities through the Proyecto Acción Transformadora network** to identify marginalized groups needing additional support services, such as young indigenous women.

Timeline: February –September 2018 and ongoing

Resources: Youth Learning Manager, PYD/Network and Outreach Manager, foundational USAID youth programs

Outputs: Expanded list of high potential/ marginalized youth leaders to recruit for opportunities

**Activity 2.1c: *Developing leaders participate in short courses, certificate courses, and higher education opportunities.*** *Proyecto Acción Transformadora* will support developing leaders in short courses and certificate programs to build their political leadership skills. *Proyecto Acción Transformadora* will also work with institutions to place scholarship recipients in certificate courses and ensure that scholarship recipients receive the monitoring and support they need to help them complete learning opportunities, from orientations that set the stage for resources to individualized plans and financial or academic support. (See Result 2.2.)

**Implementation Steps:**

- ***Hold orientation workshops with developing leader youth scholars focused on educational opportunities.***
- ***Supported students attend their course of study with project support (Activities 2.2a and 2.2b below)***
  - Short courses: DEMOS (Use of ICTs for social development)
  - Certificate Courses (diplomados) Scholarship program (focused on politics, governance, and leadership for marginalized youth) and NIMD Democracy School (focus on elections, political history, citizen participation)
  - Academic degree programs: Scholarship program (specialization and masters degree)

Timeline: Provide orientation and participant support: February - September 2018 and ongoing

Resources: IREX Youth Learning Manager, Scholarships Officer, education and training institutions, civil society organizations, and local and national government counterparts

Outputs: Short courses: 120 youth participate in Demos ICT training  
Certificate programs (diplomados): 75 scholarships, 60 youth in NIMD Democracy School  
Academic degree programs: 5 masters degrees (ongoing)

**Result 2.2: Increased support for developing political leaders through individualized support services.**

Projected activity outcomes under this result support the outcomes in Result 2.1 in increasing the likelihood that developing leaders acquire key competencies for future leadership and become involved in political discourse and activity through the Acción Transformadora network and engage in political activity and networks.

**Activity 2.2a: *Institutionalized support services propel marginalized developing leaders to succeed.*** We will invest in building sustainable processes to support youth leaders as they enter short-term, certificate, and diploma programs. These support services will include financial support for scholarships, a mentoring system, role models, and pathways to motivate developing leaders as they encounter challenges.

## Implementation Steps:

- ***Develop a system for providing and tracking financial support to students:***
  - Provide orientation to advise participants of available resources.
  - Provide participants with tuition, travel and subsistence support to incentivize marginalized youth including payments to education and training institutions, and banking/financial arrangements for any stipends.
  - Provide financial support required for living and housing, tuition, and travel; students will access stipend cards and financial management and budgeting will be a component of orientation sessions.
- ***Develop support systems for students to help insure academic success:***
  - Facilitate orientation workshops for each new cohort to introduce students to support available throughout technical degrees and post-graduate certificate scholarships.
  - Monitor and support progress of participants in short courses and certificates, including regular communication and site visits. Identify which participants need additional support; what support is needed to ensure completion, and what resulting trends tell us about Year 2 programming.
  - As necessary, identify supplemental training to accompany academic study: Spanish language tutoring if not primary language, computer skills refreshers, mathematics and writing tutoring; *Proyecto Acción Transformadora* staff connect students to these resources at educational institutions.
  - Provide coaching and advising support throughout their educational engagement, including regular phone calls and scheduled site visits.
- ***Pair scholarship participants with mentors and oversee mentoring.***
  - Adapt IREX's tested mentoring tools for Proyecto Acción Transformadora
  - Identify mentors for scholarship program participants.
  - Pair participants with a mentor for the duration of their learning experience.
  - Monitor interactions (bi-monthly or monthly) between youth participants and mentors.
- ***Inspire vision and direction for participants via leadership coaching as they think about their individual paths (Year 3 after elections)***
  - Modify IREX's Leadership Development Plan for the Guatemalan context
  - Lead youth through self-reflection exercises to define their short and long-term goals, using Leadership Development Plans (LDP)
  - Facilitate peer review of LDPs so youth learn from each other
  - Prepare leaders in action to share their own experiences and to step into their role as peer mentors or role models

Timeline: April – September 2018 and ongoing

Resources: IREX Youth Learning Manager, education and training institutions, DCOP/Programs.

Outputs: 75% of youth receiving support services complete scholarships successfully.

**Activity 2.2b: Mentors and the *Proyecto Acción Transformadora* network help developing political leaders bridge the gap to politics.** IREX will help developing leaders with an interest in pursuing politics to intersect with political life by linking them to others who are active

politically in the private or non-profit sectors or in academia, and who align with the ethical and authentic leadership values *Proyecto Acción Transformadora* promotes, as potential mentors. IREX's leader mentorship tools, contextualized for Guatemala, will be shared with potential mentors identified through the network.

#### Implementation Steps:

- *Identify a diverse group of developing youth leaders and potential mentors using stakeholders, partners, and foundational USAID projects and invite them to participate in the Acción Transformadora Network*
- *Update IREX mentoring materials for Guatemala and Proyecto Acción Transformadora activities*
- *Create objectives and structure for potential mentoring relationships*, including terms of reference and appropriate expectations and commitment.
- *Identify possible matches for mentors with mentees*
- *Provide guidance for mentorship relationships*

Timeline: Development of the *Proyecto Acción Transformadora* network creates opportunities to develop mentorship relationships: August – September 2018 and ongoing  
Identify developing youth leaders and potential mentors: August – September 2018 and ongoing  
Introduce developing leaders to the *Proyecto Acción Transformadora* Network: September 2018 and ongoing  
Potential mentorship relationships identified: **Future years**

Resources: DCOP/Programs; IREX/DC; Youth Engagement Officer(s)

Output: At least 30% of youth completing scholarships join the Acción Transformadora Network.

### OBJECTIVE 3 – SUPPORT LEADERS IN ACTION

**Youth and youth-led organizations that demonstrate high levels of political interest and involvement work collaboratively with others to promote political change.**

Objective 3 Results		FY 18 Targets
Result 3.1	Increased cross-cultural understanding cooperation between urban and rural youth and across differences in ethnicity and income.	Leadership Assessment led by youth provides insights into youth barriers and opportunities  15 members of the Youth Leadership Committee create a space for interaction across different realities  10-12 developing leaders gain new perspectives and skills through exchanges within Guatemala (5-6 exchanges).
Result 3.2	Increased interaction and communication between youth-led movements or organizations based in Guatemala City and those outside Guatemala City.	Up to 5 Youth Collaboration and Dialogue Grants

Result 3.3	Increased capacity for advocacy and political action developed in youth-led movements and organizations on an increased breadth of issues.	13 youth-led organizations strengthened through technical support and in-kind grants
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*Proyecto Acción Transformadora*'s third objective develops "leaders in action" by bridging the deep divides characterizing Guatemalan society today and builds durable partnerships among youth from marginalized communities and middle/professional class communities. Activities will enable these youth leaders and the organizations that they represent to connect across geographies, sectors, and generations. Developing leaders and leaders in action engaged under Objective 3 will build cross-cultural understanding and empathy, span sub-groups, deepen commitments to social justice, and act as connectors and ambassadors to bridge-building efforts.

Objective 3 also allows both developing and already active *Proyecto Acción Transformadora* leaders – armed with leadership basics and new civic and political experiences under Objectives 1 and 2 – to practice and refine their leadership skills, share knowledge, and collaboratively problem-solve, creating the *ecosystem* that supports leadership over the long term. While a number of Objective 3 activities will not begin until the second year, there are three key activities detailed below that will commence in the first year.

**Result 3.1: Increased cross-cultural understanding and cooperation between urban and rural youth and across differences in ethnicity and income.**

Projected activity outcomes under this result include the growth of positive dynamics within the Youth Leadership Committee as it grows into a functioning source of connections and support and provides guidance to the project and a focal point in the Acción Transformadora Network and helps improve the strategic direction, effectiveness, relevance, and impact of the project. Participants in exchanges will learn about the views and realities of other participants and develop friendships and alliances with other political actors and movements.

**Activity 3.1a: A diverse Youth Leadership Committee creates spaces for building connections between youth with different backgrounds and identities and helps guide project implementation.**

In Year 1, the Youth Leadership Committee will develop relationships between members to build understanding of different realities and identities, provide input on an appropriate name for the project that reflects a youth perspective, review proposals and plans for project activities, and provide recommendations for project implementation. It will initially meet monthly to analyze project activities, participate in project learning and planning activities, and act as an advisory committee. Members serve for one year and receive an honoraria and travel expenses for activities.

A ***Youth-Led Leadership Assessment*** will be one of the first major activities completed by the *Proyecto Acción Transformadora* Youth Leadership Committee and will inform ongoing project implementation. The Assessment will touch all elements of *Proyecto Acción Transformadora* in some way and constitute the first stage of the Collaboration, Learning, and Adapting process. This Committee of 14-16 diverse youth will conduct a rapid analysis of the youth leadership ecosystem, conduct an 'actors and issues mapping workshop' to identify influencers and spoilers, and define the competencies and profile of a young Guatemalan political leader.

Youth Leadership Committee members will also play an important role in the development of the *Proyecto Acción Transformadora* Network given their direct engagement with the project, the diversity they represent, and the range of geographic and organizational contacts they have. They can provide an initial backbone and energizing force for the development of the network.

#### **Implementation Steps:**

- ***Initial meetings focus on understanding the project approach and activities, review of the proposed partner foundational training approach and methodology, and help with monitoring, evaluation, and learning instruments.***
- ***Committee members provide input to the process of selecting an appropriate project name*** that resonates with youth by identifying key themes and participating in the selection of the name.
- ***Monthly meetings of the Committee to discuss various issues related to the project and the current political situation.*** These meetings will rotate between Guatemala City and different departments.
- ***Prepare scope of work for Youth-Led Assessment and train the Committee on the process of designing a youth leadership assessment framework.***
- ***Coach the Youth Leadership Committee on using a political economy assessment*** lens to orient the assessment approach.
- ***Conduct the Youth Leadership Assessment and report results*** - the Committee carries out the assessment and reports initial findings in a meeting with *Proyecto Acción Transformadora* team, partners, and USAID.
- ***Prepare the Youth Leadership Assessment written report;*** distribute broadly
- ***Integrate assessment findings into activity design and implementation, with emphasis on activities during the election process;*** results of the committee's report will be integrated into project activity design by IREX, and socialized with partners
- ***Network launch event carried out*** to introduce the project and Youth Leadership Committee to interested persons and potential supporters and present findings from the Youth-Led Leadership Assessment.

**Timeline:** December 2017 –September, 2018

**Resources:** PYD/Network and Outreach Manager (Lead), DCOP/Programming, Youth Training Manager,

**Outputs:** Project name and brand  
 Recommendations for areas of focus and methodological approach in foundational training  
 Youth Leadership Assessment Report providing input to the definition and description of *Proyecto Acción Transformadora*'s leadership approach  
 Validation of instruments used for monitoring, evaluation, and learning

#### **Activity 3.1b: Leaders in action participate in intensive cross-cultural camps.**

*IREX intends to program activities under this activity in future years.*



**Activity 3.1c: Leaders in action participate in exchange experiences in communities in a new demographic area within Guatemala.** *Proyecto Acción Transformadora* will build a new service learning exchange that is a *partnership of equals*, allowing youth from middle-class and marginalized communities to hold exchanges and work toward shared solutions. *Proyecto Acción Transformadora* will help existing organizations support equity, host more diverse learners, and prevent discrimination against the communities in which they work. Participating youth – including, but not limited to, Objective 2 participants – will produce an assessment of a problem in the community visited and solutions. The IREX team will pair youth leaders with common thematic interests for remote planning, in-person community exchanges, and reflection. In the first year of the project, IREX will facilitate two experiential exchange opportunities, one in the capital and one in Quetzaltenango, with a group of 10-12 developing leaders and/or leaders in action.

The structured experiences will build and validate the possibility of relationships across demographic divide and connect them through the *Proyecto Acción Transformadora* network. The exchanges will follow a four-step methodology: “Know, Share, Connect & Act.” The experiences will also seek to identify developing leaders with ability to voluntarily replicate the exchanges following their experience.

#### **Implementation Steps:**

- **Create a protocol for the exchange program**, including process (combination of nomination and open application) for selecting candidates, pairing candidates, and structuring and carrying out the exchanges.
- **Identify participants** through foundational project stakeholders and through the network established, especially by Paz Joven and World Vision, in activity 1.1b.
  - First round of exchanges will bring participants to Quetzaltenango
  - Second round of exchanges will bring participants to Guatemala City
- **Support each pair in planning and carrying out their exchange experience.**
- **Monitor exchanges**

Timeline: June - July 2018 - September 2018 and ongoing

Resources: PYD/Network and Outreach Manager (Lead), Youth Engagement Officers

Output: 10-12 developing youth leaders participate in exchange program (5-6 exchanges)

### **Result 3.2: Increased interaction and communication between youth-led movements and organizations based in Guatemala City and those outside Guatemala City.**

Projected activity outcomes expected under this result include increased capacity of *colectivos* and other organizations-in-information that are coordinating with IREX to address relevant themes such as corruption, accountable governance, elections, social services, violence prevention in collaboration with new and/or existing *colectivos* and similar organizations.

**Activity 3.2a: Youth-led movements or organizations collaborate across demographic divides to advance priorities around share thematic interests.** *Proyecto Acción Transformadora* will encourage all youth *colectivos* and youth-led organizations it works with to collaborate across demographic divides – by making formal and informal connections on an ongoing basis, and by

bringing thematic groups together within the *Proyecto Acción Transformadora* network and at in-person *Proyecto Acción Transformadora* events and festivals.

IREX will offer bi-annual small Collaboration and Dialogue grants competitions beginning in Year 1, awarding up to 5 grants of \$5,000 in cash or in-kind collaboration. Applications must demonstrate adherence to the principles of Guatemalan authentic and transformational leadership, practice equity and openness, include an explicit focus on deepening understanding across societal lines, and address relevant themes such as corruption, accountable governance, elections, social services, violence prevention.

**Implementation Steps:**

- *Create process, criteria, and applications for Collaboration and Dialogue Grants program; sub-awards/grants manual*
- *Contract a consultant organization to support collaborative projects*
- *Publicize opportunities broadly*
- *Review applications, make selections, award initial grants*
- *Monitor grant implementation; collect learnings and success stories; incorporate lessons into next grant round*

Timeline: Create grants program: March –September 2018 and ongoing

Resources: Subgrants Manager, PYD/Network and Outreach Officer

Output: Up to five initial cooperative youth-led advocacy projects begun.

**Activity 3.2b: Youth work across divides to address thematic civic and political issues by competing in Social Innovation Competitions**

*IREX intends to program activities under this activity in future years, timing to be determined based on obligations.*

**Result 3.3: Increased capacity for advocacy and political action developed in youth-led movements and organizations on an increased breadth of issues.**

Projected activity outcomes under this result should be 1) to improve planning, procedures, and resource use to help youth organizations operate more effectively and efficiently and achieve greater political impact and 2) developing a space for dialogue between youth leaders and political parties on key aspects of a youth political agenda, and 3) improved organizational capacity in advocacy, political participation, and outreach.

**Activity 3.3a: Youth-led movements and organizations build capacity in advocacy and political participation.**

Drawing on PADF's experience supporting student movements and civil society advocacy and NIMD's current support for youth-led *colectivos* in Guatemala, *Proyecto Acción Transformadora* will conduct tailored assistance, based on a rapid Organizational Capacity Assessment (OCA) tool, to youth-led networks and coalitions in alignment with the elections cycle – for example, leading Get-Out-the-Vote campaigns or holding officials accountable. PADF and NIMD will strengthen capabilities in communications, advocacy, gender awareness, coalition-building, administration, and finance. IREX will provide in-kind sub-awards (Activity 0.3) for production of advocacy materials, such as flyers, posters, and radio spots, and can pay for limited local travel.

**Grant Program Summary**

**Organizational Strengthening Grants**

- Support to organizations that have developed an organizational development plan with support from NIMD and PADF
- Micro and Small Grants (less than \$25,000)
- In-kind

**Collaboration and Dialogue Grants**

- Support for joint activities between rural and urban organization related to the 2019 election
- Micro or Small Grants for up to \$5,000 per organization
- In-kind

**Implementation Support Grants**

- Grants to partners with relevant experience and technical capacity to implement training or other project activities.
- Individual Small Grants for amounts between \$25,000 and \$150,000.

*A grants manual approved by USAID will outline the mechanisms to be used in implementing the grants program.*

**Implementation Steps:**

- ***Coordinate planning meetings*** under IREX leadership to define the profile for organizations that fall within the scope of this activity
- ***Select youth-led movements to receive assistance: (IREX, PADF & NIMD)***
  - Hold implementation design meeting
  - Convene initial meetings with groups (*colectivos*, youth movements or other youth-led organizations identified by IREX and PADF). This meeting will present the process to be carried out, the time frames, availability of resources, and the types of activities that will be possible to support
  - Invite organizations to present a letter of interest to be selected for support activities
  - Select youth-led movements to receive Year 1 assistance (technical input by respective implementing partners; subgrant viability and compliance input by IREX)
- ***Begin assistance and mentoring activities***

PADF process:

  - Map out additional actors doing similar interventions to align technical approaches
  - Select 10 youth-led movements to receive Year 1 assistance
  - Apply specialized Organizational Capacity Assessment (OCA) tool to assess the capabilities of youth-led organizations, networks, and coalitions and provide tailored technical assistance

- Develop a needs-based technical assistance program that will allow these groups to have a greater voice during the electoral cycle
- Implement trainings and support based on OCA results and other research, but likely focusing on strengthening capabilities in communications, advocacy, gender awareness, coalition-building, administration, and finance

#### NIMD process

- Select three youth-led movements to receive Year 1 assistance
- Begin work with organizations, starting with a self-diagnosis process facilitated by NIMD staff, through which clusters will identify the organizational, advocacy, articulation or socio-political knowledge areas that need strengthening.
- Create and approve workplans for tailored assistance to be provided by NIMD based on the results of the self-diagnosis
- Beneficiary organizations design and execute a project to include elements of internal strengthening, communications and political advocacy
- During execution, NIMD will provide technical and sociopolitical support
- ***Provide in-kind grants:*** IREX will coordinate a grant pool for up to \$10,000 per youth-led movement and will provide in-kind grants to selected youth-led movements. Youth-led movements will work with PADF or NIMD to identify their in-kind grant needs in areas of focus for the project. All target youth-led movements will be eligible. In-kind grants will support advocacy, outreach, and political engagement activities as recommended by the movement and NIMD/PADF and approved by IREX. IREX will provide in-kind grant and budget templates.
- ***Provide technical oversight:*** IREX will provide technical support and oversight of PADF and NIMD's capacity-building work, and ensure coordination, sharing of lessons learned and appropriate alignment

Geographic targets: All youth-led movements working with PADF/NIMD will be eligible.

#### Timeline:      PADF

- Develop tools: February – March 2018
- Research, analysis & selection: February – April 2018
- Implement workshops and mentoring: June – September 2018 and on going

#### NIMD:

- Develop tools: February – March 2018
- Research, analysis & selection: February – March 2018
- Implement workshops and mentoring: July - September 2018 and on going

#### IREX:

- Leadership and coordination/technical oversight (throughout the year)
- In-kind grants program: June – September 2018 (after grants manual approval by USAID)

Resources:      PADF Program Coordinator & NIMD Program Coordinator; PADF & NIMD facilitators; IREX oversight from DCOP-Programs and Subgrants Manager

Outputs:      13 youth-led organizations strengthened

**Activity 3.3b: Youth enter into dialogue with political parties.** Leading up to the 2019 elections, Acción Transformadora staff, with input from the Youth Leadership Committee, will identify opportunities for youth to engage in discussions with political party representatives regarding the issues that they are most interested in and their potential role in the election process. This will provide an opportunity for youth to share their thoughts and ideas on issues important to them in the election process and push for political parties to articulate a youth agenda. The project will help develop platforms for them to share their ideas about a youth agenda with political party representatives and candidates.

**Implementation Steps:**

- *Identify dialogue opportunities for youth leaders and young representatives from political parties (drawn from, but not exclusive to, leaders of movements targeted in 3.3a) to identify priority areas for a youth agenda to share with political party leaders and candidates.*
- *Youth leaders define a strategy for approaching political parties and candidates to discuss a youth agenda*
  - Identify appropriate contacts with political parties
  - Identify youth leaders to engage in dialogue
- *Support youth-led movements to approach parties and initiate advocacy on two levels:*
  - At the multi-party level, seek dialogue opportunities with political parties generating spaces for interaction;
  - At the level of national and local candidates if it is possible to establish agreements and advocate for proposals

Geographic focus: This will be determined through an analysis of local elections and evaluation of electoral competitiveness and potential for youth engagement.

Timeline: Youth define key themes and issues that form an initial agenda: August -September 2018 and ongoing  
Youth engage party officials to identify opportunities to discuss their agenda: Next fiscal year

Resources: DCOP Ligia Blanco; Youth-led movements and organizations (From activity 1.2a)

Outputs: Development of a “youth agenda” to share with political parties and candidates

**Activity 3.3c: Youth-led media efforts build capacity and amplify youth voices.**

*IREX intends to program activities under this activity in future years, timing TBD based on obligations.*

**Activity 3.3d: Youth, youth colectivos, and youth-led organizations share successes and interests at National-level Youth Leadership Festivals**

*IREX intends to program activities under this activity in future years, timing TBD based on obligations.*

Geographic Coverage			
	Partner	Department	Municipality
Objective 1			
<b>Foundational Training</b>	World Vision	Quetzaltenango	Colomba Costa Cuca San Juan Ostuncalco Concepción Chiquirichapa Quetzaltenango Palestina de los Altos Cantel Coatepeque
		Totonicapán	Totonicapán Momostenango San Bartolo Aguas Calientes
<b>Foundational Training</b>	Paz Joven	Guatemala	Guatemala Mixco San Miguel Petapa Santa Catarina Pinula Villa Nueva
Objective 2			
<b>Scholarship Program</b>	IREX - Chi Pixab'	Quetzaltenango	Students from various municipalities
	IREX – Miriam	Quetzaltenango	Students from various municipalities
	IREX – Asuntos del Sur	Guatemala	Students from various municipalities
	IREX – Asolides	Guatemala	Students from various municipalities
	IREX – URL	Guatemala	Students from various municipalities
<b>Nacional Reality Diplomados</b>	NIMD	Guatemala	Students from various municipalities
		Huehuetenango	Students from various municipalities
<b>ICT for Social Development</b>	DEMOS	Quetzaltenango	Students from various municipalities
		Guatemala	Students from various municipalities
		San Marcos	Students from various municipalities
Objective 3			
<b>Youth Leadership Committee</b>	IREX	Meetings in various departments	Youth leaders from various municipalities

## IMPLEMENTATION PLAN TIME LINE

Activity	Responsible	Begin	End	Q1			Q2			Q3			Q4		
				OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER
Objective 0 (Cross-cutting activities)															
0.1: Create a Diverse and Inclusive TransformAcción Youth Leadership Committee.	PYD/Network and Outreach Manager	Nov-17	Apr-18												
Create a profile for committee members and develop a recruitment plan and selection criteria	PYD/Network and Outreach Manager	Dec-17	Jan-18												
Create terms of reference and by-laws for the committee		Dec-17	Jan-18												
Recruit and select committee members.		Jan-18	Mar-18												
Provide initial orientation and training for committee members.		Feb-18	Apr-18												
Hold initial meetings focused on review of the proposed partner foundational training methodology and approach		Feb-18	Apr-18												
Project launch event		Aug-18	Sep-18												
0.2: Design and incorporate an TransformAcción gender strategy	DCOP for Programs	Oct-17	Sep-18												
Complete Gender and Inclusion Analysis, including desk review, field work (focus groups, informational interviews, and meetings), and report preparation.	GIA Consultants	Oct-17	Oct-17												
Prepare Gender and Inclusion Plan		Oct-17	Nov-17												
Train TransformAcción staff and partners in Gender and Inclusion approaches and strategy	Local Consultant	Feb-18	Feb-18												
Train partner facilitators on gender and inclusion strategy		May-18	May-18												
Advise and audit TransformAcción staff and partners to ensure that gender and inclusion plan recommendations are implemented across program	DCOP for Programs	Feb-18	Sep-18												
0.3: Design and manage a small grants portfolio	IREX DC	Nov-17	Sep-18												
Design small grants processes, procedures, applications, and sub-awards/grants manual. Establish a management system and platform. Prepare a schedule and cycle for each small grant opportunity.	Subgrants Manager & DCOP Programs	Nov-17	May-18												
Establish a management system and platform. Prepare a schedule and cycle for each small grant onportunity.	Subgrants Manager	Mar-18	Jun-18												



Activity	Responsible	Begin	End	Q1			Q2			Q3			Q4																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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Facilitate meetings and workshops to train partners on processes for the small grants program	Subgrants Manager	Mar-18	May-18																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														

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Activity 1.2a: Youth lead politically-focused projects at the community or municipality level.	Youth Training Manager & Partners	Jun-18	Sep-18																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													</

Activity	Responsible	Begin	End	Q1			Q2			Q3			Q4		
				OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER
Initial mapping of institutions and courses for technical assistance, coaching, or grant consideration	Youth learning manager	Dec-17	Sep-18												
Develop relationships and formalize institutional agreements with training centers and academic institutions		Dec-17	Sep-18												
Select training and/or education institutions initiate or strengthen certificate courses to prepare a new generation of young political leaders		Dec-17	Sep-18												
Develop relationships with academic and training institutions. Finalize institutional agreements		Dec-17	Sep-18												
Develop communications and outreach training through DEMOS		Feb-18	Jun-18												
NIMD offers 10-month Democracy School diploma courses in two departments		May-18	Sep-18												
<b>Activity 2.1b: Individual high-potential marginalized youth are identified and networked.</b>	<b>Youth learning manager</b>	Feb-18	Sep-18												
Phase 1 – Carry out mapping of marginalized youth leaders and establish a nomination process with institutions/ projects working with high-potential developing	Partners, including USAID project contacts	Feb-18	Sep-18												
Phase 2 - Create a database/tracking system for supported developing leaders	Youth learning manager	Feb-18	Sep-18												
<b>Activity 2.1c: Developing leaders participate in short-term learning opportunities and certificate courses and complete higher education opportunities</b>	<b>Youth learning manager</b>	Feb-18	Sep-18												
Hold orientation workshops with developing leader youth scholars focused on educational opportunities	Scholarship Officer	Apr-18	Jun-18												
Supported students attend their course of study with IREX support (Activities 2.2a and 2.2b)		Feb-18	Sep-18												
Carry out recruitment for specific opportunities		Feb-18	Sep-18												
Connect students to the TransformAcción network and other opportunities	Youth learning manager	Aug-18	Sep-18												
<b>Result 2.2: Increased support for developing political leaders through individualized support services.</b>															

Activity	Responsible	Begin	End	Q1			Q2			Q3			Q4			
				OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	
Activity 2.2a: Institutionalized support services propel marginalized leaders to succeed	Youth learning manager	Apr-18	Sep-18													
Develop a system for providing financial support to students - including housing, tuition, travel	Youth learning manager	Apr-18	Sep-18													
Develop support systems for students to help insure academic success		Apr-18	Sep-18													
Pair scholarship participants with mentors and oversee mentoring		Jul-18	Sep-18													
Connect scholarship students to the Proyecto TransformAcción Network	Scholarship Officer	Sep-18	Sep-18													
Activity 2.2b: Mentors and the TransformAcción Network help developing political leaders bridge the gap to politics	Youth engagement officer	Aug-18	Sep-18													
Identify and select diverse group of emerging youth leaders & mentors using stakeholders, partners, and foundational USAID	Youth engagement officer	Aug-18	Sep-18													
Update IREX mentoring materials for Guatemala and TransformAcción activities		Aug-18	Sep-18													
Create objectives & structure for mentoring relationships		Sep-18	Sep-18													
Identify and contact possible		Sep-18	Sep-18													
Objective 3: SUPPORT LEADERS IN ACTION – Youth and youth-led organizations that demonstrate high levels of political interest and involvement work collaboratively with others to promote political change.																
Result 3.1: Increased cross-cultural understanding and cooperation between urban and rural youth and across differences in ethnicity and income.																
Activity 3.1a: A diverse Youth Leadership Committee creates spaces for building connections between youth with different backgrounds and identities and helps guide project implementation	PYD/Network and Outreach Manager	Dec-17	Sep-18													
Prepare and share scope of work for youth-led assessment	PYD/Network and Outreach Manager	Dec-17	Mar-18													
Monthly meetings of the Youth Leadership Committee		Mar-18	Sep-18													
Youth Leadership Committee provides input to foundational training plans and helps select project name		Mar-18	Apr-18													
Review the assessment scope of work and conduct initial analysis and discussion for the assessment		Apr-18	May-18													

Activity	Responsible	Begin	End	Q1			Q2			Q3			Q4		
				OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER
Develop finding and conclusions and prepare Assessment written reports initial findings. Share with TransformAcción team, partners, and USAID.	PYD/Network and Outreach Manager	Jun-18	Aug-18												
Prepare the Youth Leadership Assessment report and distribute broadly		Jul-18	Sep-18												
Youth Leadership Committee members attend the project launch and share assessment findings		Aug-18	Sep-18												
Integrate Leadership Assessment findings into Year 2 activities and Implementation Plan	DCOP Program & Staff	Jun-18	Aug-18												
<b>Activity 3.1b: Leaders in action participate in intensive cross-cultural camps.</b>															
<i>IREX intends to program activities under this activity in Years 2-5, timing TBD based on obligations.</i>															
<b>Activity 3.1c: Leaders in action participate in exchange experiences in communities in a new demographic area within Guatemala</b>	PYD Youth training manager	Jun-18	Sep-18												
Create protocol for exchange program, including process for selecting candidates, pairing candidates, and structuring and carrying out the exchanges.	PYD/Network and Outreach Manager	Jun-18	Jul-18												
Identify participants through foundational project stakeholders and through the network	PYD/Network and Outreach Manager	Jun-18	Jul-18												
First exchanges in Quetzaltenango		Aug-18	Sep-18												
Second exchanges in Guatemala City		Aug-18	Sep-18												
Support each pair in planning and carrying out their exchange experience.		Aug-18	Sep-18												
Monitor exchanges		Aug-18	Sep-18												
<b>Result 3.2: Increased interaction and communication between youth-led movements and organizations based in Guatemala City and those outside Guatemala City.</b>															
<b>Activity 3.2a: Youth-led movements or organizations collaborate across demographic divided to advance priorities around shared thematic interests</b>	PYD/Network and Outreach Manager	Mar-18	Sep-18												
Create process, criteria & applications for Collaboration and Dialogue Grants program	Subgrants Manager	Mar-18	Jun-18												
Contract consultant organization to support collaborative projects	DCOP/Admin	Jun-18	Jun-18												

Activity	Responsible	Begin	End	Q1			Q2			Q3			Q4		
				OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER
Publicize via network, solicit colectivos & youth-led organizations	Network & outreach manager	Jul-18	Aug-18												
Review applications make selections, award grants	Subgrants manager	Aug-18	Aug-18												
Implement and monitor, identify lessons learned	Subgrants manager	Sep-18	Sep-18												
<b>Activity 3.2b: Youth work across divides to address thematic civic and political issues by competing in Social Innovation Competitions</b>															
<i>IREX intends to program activities under this activity in Years 2-5, timing TBD based on obligations.</i>															
<b>Result 3.3: Increased capacity for advocacy and political action developed in youth-led movements and organizations on an increased breadth of issues.</b>															
<b>Activity 3.3a: Youth-led movements and organizations build capacity in advocacy and political participation</b>	<b>PADF &amp; NIMD with IREX input</b>	<b>Feb-18</b>	<b>Sep-18</b>												
Coordinate planning meetings and develop tools	PYD/Youth Training Manager	Feb-18	Apr-18												
Select youth-led movements to receive assistance	PADF & NIMD with IREX input	Feb-18	Apr-18												
Begin assistance and mentoring activities	PADF	Jun-18	Sep-18												
	NIMD	Jul-18	Sep-18												
Provide in-kind grants	Sub-grants manager	Jun-18	Sep-18												
Provide technical oversight	Sub-grants manager	May-18	Sep-18												
<b>Activity 3.3b: Youth enter into dialogue with political parties</b>	<b>DCOP</b>	<b>Aug-18</b>	<b>Sep-18</b>												
Identify dialogue opportunities for youth leaders and representatives from political parties	DCOP	Aug-18	Sep-18												
Youth leaders define a strategy for approaching political parties and candidates to discuss a youth agenda	Network & Outreach Manager	Aug-18	Sep-18												
Support youth-led movements to initiate advocacy at a multi-party level and with national and local party candidates	DCOP	Sep-18	Feb-19												
<b>Activity 3.3c: Youth-led media efforts build capacity and amplify youth voices.</b>															
<i>IREX intends to program activities under this activity in Years 2-5, timing TBD based on obligations.</i>															
<b>Activity 3.3d: Youth, youth colectivos, and youth-led organizations share successes and interests at National-level Youth Leadership Festivals</b>															
<i>IREX intends to program activities under this activity in Years 2-5, timing TBD based on obligations.</i>															

## WORK WITH OTHER STAKEHOLDERS

One of the strengths of the *Proyecto Acción Transformadora* Project approach is the range of actors that are involved in mobilizing future youth leaders, developing their leadership skills, and engaging them in political activity. This starts with the organizations that are direct partners in the project (World Vision, PADF, NIMD, Demos, and Paz Joven) and have a history of promoting youth leadership. Project implementation will also benefit from civic and local organizations, along with local governments, that have been strengthened and supported through other USAID projects and other donor activities. During this initial year of implementation, we will also be reaching out to contacts in projects, activities, and organizations supported by other donors, as well as civil society organizations, universities, think-tanks, and other organizations focused on youth leadership to find common ground, provide mutual support, consider potential partnerships, and share materials and approaches.

EPL Sub-Partners: Roles and Responsibilities	
World Vision	Draw on 30+ year presence throughout Guatemala to serve as lead implementer for youth engagement activities under Objective 1; work with local partners to design <i>Líderes Juveniles Comunitarias</i> training curricula and deliver training at the municipal level.
PADF	Leverage strong networks and decades of experience working with marginalized and indigenous groups throughout Latin America to offer capacity-building for youth-led organizations under Objective 1, regional scholarships and practicums under Objective 2, camps, training, and access to adult-led networks for youth leaders under Objective 3.
NIMD	With deep expertise in Guatemalan politics, provide technical expertise in political landscape, elections cycle, and youth-led movements. Provide Democracy School for future political candidates. Provide capacity-building to youth-led movements.
Paz Joven, DEMOS	Drawing on strong networks throughout Guatemala, work with World Vision to co-design <i>Líderes Juveniles Comunitarias</i> training. Paz Joven will implement training and work with adult-led structures in assigned communities (Objective 1). DEMOS will provide communications and outreach training to <i>aspiring youth</i> in department locations (Objective 2).

**USAID/USG Projects Providing Leadership Training and Experiences** - USAID projects such as *Civil Society for Accountable Governance and Citizen Security*, *Nexos Locales*, *Community Roots*, *Lifelong Learning*, *Internews*, and *CONVIVIMOS* have provided foundational leadership and development training and supported community activities and improvements that involve youth and create experiences in community-building. They are a rich source of candidates for the next step of leadership training and development and we can learn from their experience using successful training methodologies that can be adapted to help these candidates grow further in their leadership skills and understanding of group dynamics and political action. During this first year, *Proyecto Acción Transformadora* staff are developing contacts with these projects at various levels, starting with meetings between chiefs of party and sharing of materials and approaches followed by visits to activities by staff at various levels. *Proyecto Acción Transformadora* Partners will reach out specifically to project staff and engage them regarding activities that are working in the same geographical areas – and will look for their help in identifying promising candidates for the next level of leadership training and involvement in other elements of the *Proyecto Acción Transformadora* effort. Likewise, if other USG agencies are engaged in programs (e.g. activities supported by the U.S. Embassy’s Public Affairs office) that offer opportunities for learning, networking, or training, *Proyecto Acción Transformadora* staff will inform and involve their project personnel and look for opportunities for collaboration. As the upcoming election becomes more of a focus near the end of this first year of implementation, we will be reaching out to other USAID projects and USG-funded activities (including the Electoral Governance and Reform Project with CEPPS) to learn what election-focused activities are being developed and implemented and where there are synergies that can be developed in the run-up to the election.



**Outreach to educational institutions, civil society organizations, national and local government, and other donors** – *Proyecto Acción Transformadora* staff and partners will also be looking for potential alliances with existing NGOs and CSOs that are involved in leadership development and/or training in political engagement that is appropriate for the youth leaders we are developing and offer opportunities for training and engagement with these leaders in action. During this first year of implementation part of this focus will be on finding partnerships with universities and other educational organizations that offer courses and training for developing leaders. With much of the initial focus of training for potential leaders focused at the municipal level, *Proyecto Acción Transformadora* activities will be directly engaging with Municipal governments and their offices and structures of citizen participation, including COCODES and COMUDES. The election support efforts of local and international organizations and other donors will also likely offer opportunities for potential alliances and partnerships to achieve *Proyecto Acción Transformadora* goals such as involving youth in election observation.

### ***Proyecto Acción Transformadora* Stakeholders, Collaboration Structures, and Collaboration, Learning, and Adapting (CLA) Activities**

Stakeholder Group	Members	Collaboration structure	Stakeholder CLA roles & activities
Youth Leadership Committee	Diverse youth – from USAID projects, or <i>Proyecto Acción Transformadora</i> participants	Quarterly Workshops	<ul style="list-style-type: none"> <li>• Participate in project learning and planning activities including development of learning agenda</li> <li>• (Year 1) Plan and carry out Youth-Led Leadership Assessment</li> <li>• After Action Reviews (AAR) to analyze project activities</li> <li>• Review, reflection, and learning-focused dialogue based on quarterly results monitoring dashboards; other curated MEL findings</li> <li>• Give input to National Leadership Festivals and other events and festivals</li> <li>• Act as advisory committee; recommend adaptations to project management</li> </ul>
Steering Committee	USAID, IREX, partners	Quarterly Meetings	<ul style="list-style-type: none"> <li>• Provide strategic direction and guidance to project</li> <li>• Provide input to learning agenda</li> <li>• Review, reflection, and learning-focused dialogue based on quarterly results monitoring dashboards; other curated MEL findings</li> <li>• Make recommendations for adaptation of project activities and management</li> </ul>
<i>Proyecto Acción Transformadora</i> Stakeholder Group	USAID, IREX, partners, USAID projects <sup>3</sup> , GoG, Youth-led groups, Youth Leadership Committee	Biannual Meetings	<ul style="list-style-type: none"> <li>• Coordination of activities and opportunities; share learning; provide input to learning agenda</li> <li>• Review, reflection, and learning-focused dialogue based on curated MEL findings, data and learning with focus on youth inclusion</li> <li>• Establish new connections and advance collaborations and shared agendas around thematic areas of interest</li> <li>• Reflect on, capture, and share best practices for civic and political action</li> <li>• Share and reflect on gap analysis and strategies for addressing gaps</li> <li>• Spark and grow additional adult-led civic and political engagement organizations to join the broader networks</li> </ul>

<sup>3</sup> Foundational USAID projects including Convivimos, Lifelong Learning, Community Roots, and Nexos Locales and youth-led organizations and colectivos.



<i>Proyecto Acción Transformadora</i> Youth Network	Youth leaders, youth-led groups	Periodic events and national festivals	<ul style="list-style-type: none"> <li>• Spark development of new tools, approaches, and methods</li> <li>• Interpret social network maps and key metrics from Networks Questionnaire</li> <li>• Participatory mapping sessions to enrich maps developed from Youth-Led Leadership Assessment with contextual information on youth issues</li> <li>• Provide insight and input to project directions</li> </ul>
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## TRAINING PLAN

### USAID/GUATEMALA TRAINING PLAN

Development Objective **Greater Security and Justice for Citizens** General Objective **Provide formative leadership training to Guatemalan youth**  
 Project Name **Proyecto Acción Transformadora**  
 Implementing Partner **IREX** Intermediate Results **IR1.1 Improved Governance of Key Public Institutions**  
 Instrument Number **Cooperative Agreement No. AID-520-A-17-00005** **IR1.2 Reduced Levels of Violence and Conflict in Target Areas/Population**  
 FY Covered by Plan **FY-2018** **IR1.3 Citizen Voice and Responsible Participation Increased**

	Course Name/General Content/Description	Training Objective	Benefiting Municipalities/ Departments	Target Group	Number of expected participants	Duration (days or hours) <sup>1</sup>	Estimated Cost <sup>2</sup>			Timeline			
							Instruction <sup>3</sup>	Travel <sup>4</sup>	Participants <sup>5</sup>	Q1	Q2	Q3	Q4
Participant Training	IREX Youth Leadership Committee training	Youth leadership committee build skills in analysis and strategy	Youth leaders from at least 6 different departments (IREX)	Youth Leadership Committee	15	40 hours over 4-6 months	\$1,000.00	\$700.00	\$4,000.00				
	World Vision Community Youth Leadership Training (ToV)	Foundational and Citizen Voice and Action leadership training focused on skills needed for political engagement on the part of marginalized young people	16 municipalities from de departments of Quetzaltenango, Totonicapan	Potential youth leaders	125	40 hours over 4-6 months	\$6,267.00	\$684.00	\$8,836.00				
	Pas Joven Foundational Training for Youth		5 municipalities in Guatemala City area		75	60 hours over 4-6 months	\$8,000.00	\$1,530.00	\$16,866.00				
	DEMOS Communication and Outreach training	Build youth leaders' communication and outreach skills	Huehuetenango, Totonicapan, Quetzaltenango y Guatemala (DEMOS).	Potential youth leaders	120 (1 group per department - 30 youth leaders per group)	2 days	\$3,388.00	\$146.00	\$12,654.00				
	IREX - Short-term courses in politics, leadership, and other topics from various providers	Build youth leaders' knowledge base and leadership skills	No specific geographic focus but participant recommendations will be solicited from current USAID project and partner sources	Potential youth leaders	45	various courses of different lengths	\$10,750.00	\$1,000.00	\$10,000.00				
	IREX - Scholarships for certificate courses	Build youth leaders' knowledge base and leadership skills	No specific geographic focus but participant recommendations will be solicited from current USAID project and partner sources	Potential youth leaders	25	various courses of different lengths	\$16,950.00	\$1,500.00	\$15,750.00				
	IREX Scholarship Coaching	Build practical study skills, time management, note-taking, critical reading skills and computer programs management.	Youth identified from USAID and partners programs from all over the country	Scholarships participants	30 potential leaders (15 youth per group)	3 days	\$600.00	\$2,000.00	\$3,000.00				
Staff Training	Democracy Schools certificate (NIMD)	Development of political practices by articulating reflection, analysis and construction of knowledge	Huehuetenango y Totonicapan	Potential youth leaders	60 potential leaders (1 group per department, 30 per group)	4 months	\$8,402.00	\$1,240.00	\$7,438.00				
	Gender and inclusion (IREX)	Building staff capacity around gender, equity, and diversity issues	All municipalities and departments with Partner activities	ELP and partners (WV, PADF, NIMD, DEMOS, PAZ JOVEN)	20	2 days	\$1,500.00	\$0.00	\$819.67				
	World Vision Facilitator Training in Citizen Voice & Action Methodology	Facilitators have the skills & methodology to train youth in Citizen Voice and Action	Quetzaltenango, Totonicapan	World Vision Field Staff	6	2 days	\$486.00	\$150.00	\$665.00				
	Foundational Training for Word Vision Facilitators	Facilitators have the skills to deliver foundational youth training programs	Quetzaltenango, Totonicapan	World Vision Field Staff	7	3 days	\$569.00	\$263.00	\$138.00				
	Foundational Training for Paz Joven Facilitators	Facilitators have the skills to deliver foundational youth training programs	Quetzaltenango, Totonicapan	Paz Joven Field Staff	10	2 days	\$207.20	\$100.00	\$3,342.80				
	Subgrants training for partners	Ensure effective communication reporting for grants and subgrants	Guatemala	Partner points of contact	15 various positions (3-4 per partner)	3 days	\$200.00	\$0.00	\$450.00				
<b>TOTALS</b>							<b>\$58,319.20</b>	<b>\$9,313.00</b>	<b>\$83,959.47</b>	<b>\$151,591.67</b>			
										<b>TOTAL COSTS</b>			

1 - One day = eight hours of training (consecutive or intermittent)

2 - Include the total estimated cost (for all expected participants) broken down according to the following items:

3 - INSTRUCTION includes costs directly incurred to convey knowledge or impart training.

4 - TRAVEL includes costs directly incurred to transport the Participant from the home country/community to the training location and back, as well as costs related to travel within the training location.

5 - PARTICIPANTS includes costs directly incurred to meet the Participant's personal needs and program requirements.

## ANNEX 1 – DEFINITION OF KEY TERMS IN THE ACCIÓN TRANSFORMADORA PROJECT

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*Following is a list of definitions for key terms used in explaining the design and activities of Proyecto Acción Transformadora to help clarify the meaning behind them and how they are used in project documents.*

### Youth

Building on definitions developed by USAID and the United Nations, as well as how youth are conceptualized in Guatemala, we understand “youth” as a life stage that captures the transition to adulthood involving multiple and overlapping physical, cognitive, emotional, political, social and cultural changes. Given the focus on political leadership, we will be focusing on the age range of 16-35 which overlaps the USAID range of ages 10-29. We will report project participants up to age 29 as “youth” and those from age 30-35 as “young adults”.

### Marginalized youth

**Marginalization is the process of pushing a particular group or groups of people to the edge of society by not allowing them an active voice, identity, or place in it.** Through both direct and indirect processes, marginalized groups may be relegated to a secondary position or made to feel as if they are less important than those who hold more power or privilege in society. Marginalization can be defined as not belonging to the mainstream culture, and thus lacking the “social capital” to partake from the benefits of a society and to gain effect on its culture. Reasons might be found in poverty, lack of competency in the mainstream language and/or culture, or lack of motivation.

As an age cohort, youth are less likely to be involved in governance and decision-making processes, as a result of economic, social, political, and procedural barriers that prevent their participation. As the beneficiaries of services, youth are also likely to face marginalization due to their membership in excluded demographic groups, including: women, indigenous, disabled, LGBTQI, refugee, ethnic minority, migrant, and economically impoverished. Additionally, young people are often further marginalized within these groups due to their age. This layered marginalization not only infringes upon the human rights of young people, but also has negative effects on the cohesion and stability of the societies in which they live.

Thus, **marginalization of young people** is a kind of exclusion or isolation from the main political, social, and economic mainstream. Interviews with youth identify a significant number of these groups: 1) indigenous people, 2) Persons with Disabilities, 3) Lesbian, Gay, Bisexual, Transgender (LGBT) community, 4) juvenile delinquents or youth involved in drug addiction, 5) youth in emergency or conflict situations and 6) orphans.

### Leadership

We are drawing from various **definitions of leadership** associated with politics that provide elements for the approach proposed by the project:

- A process by which an individual consistently exercises more **influence** than others in the execution of group functions (Katz).
- An activity linked to certain actors that consists of providing a **vision**, and at the same time, to seek and **mobilize political support** to put it into practice (Heifetz and Sinder).
- Ability to define, articulate and institutionalize new **values** and offer new visions of future scenarios in the political organization, using a wide variety of **transforming instruments** of its environment, developing in it the sufficient capabilities to **convert the vision into reality**. (Nanus).

- Behavioral phenomenon of **creativity** through which "certain people in interaction with others of similar potential engage in initiatives of social relevance." (Paige).
- Permanent **influence**, through power relations that one individual exercises over another and others. (Zamora).
- **Function** required to **promote, produce and consolidate social and organizational changes**, face problems and **facilitate solutions** that require **collective actions**. (Blejmar, Nirenberg, Perrone)

**Authentic leadership** is an approach to leadership that emphasizes building the leader's legitimacy through honest relationships with followers who value their input and are built on an ethical foundation. Generally, authentic leaders are positive people with truthful self-concepts who promote openness. By building trust and generating enthusiastic support from their subordinates, authentic leaders are able to improve individual and team performance. This approach has been fully embraced by many leaders and leadership coaches who view authentic leadership as an alternative to leaders who emphasize profit and company growth over people and ethics.

Our focus is on **transformational leadership** where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to a project and to the collective identity of the organization; being a role model for followers in order to inspire them and to raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance. As such, transformational leadership has been described through four different dimensions: one focused on structure (in strengthening the structures of an organization); one focused on people (awareness of the mood and collective emotional health); leadership that cares about the political (represents the collective in politics) and finally symbolic leadership (in charge of creating the discourse and symbols that create reference points for the group).

Based on this, **we define leaders and leadership as** those persons who, through their service, commitment and drive, listening and communication capabilities, and their influence within organizations, institutions, and other groups, use their vision of the future and their understanding of history and context to collectively achieve constructive objectives. Through ideas and actions that are ethical, critical, and coherent with a shared vision, they generate forces of change through participation and creative political action to transform the reality of society.

## Network

A generative social-impact network is a **set of people who voluntarily organize themselves for collective action to solve a large, complex social problem**. In these networks, decision-making is distributed throughout the membership. The members set the agenda and priorities. They have minimal formal rules and the structure may change rapidly. Most important, in these networks the members are deliberate about building, strengthening, and maintaining ties with each other; over time they forge a renewable collaborative capacity that generates numerous activities simultaneously. Together they innovate to create new products, services, and programs, learn what practices work, then adopt and spread them; advocate for changes in public policies; provide services, as well as education and training; set up joint purchasing and branding; and organize the use of private, philanthropic, and public investment. Over the years, their networks become robust and adaptive enough to maintain their effectiveness and steadily increase their impact. In a social network the nodes are people and the links

are relationships. The people create value for each other by exchanging information and knowledge and making available their skills, resources, and connections with still other people.

Successful networks have four interlocking aspects that complement and support the others: an intentional network, a relationship network, an action network, and a support network. An **intentional network** is a network of people who are working on the same issue or vision, together with structures that have been created to mobilize the energy of these organizations. The **relationship network** that undergirds this consists of personal connections in the network and how people are interacting; it also includes people they know outside the intentional network who may not be currently connected but who actually play, or could play, a significant role in the network. These people can be important sources of resources, expertise, or insights and help bring new ideas and resources flowing into the network. **Action in networks** is self-organizing – which occurs when an individual or group in the network sees an opportunity to do something and pulls together others to make it happen. Small projects serve as critical building blocks that enable people to get to know each other and build trust, offer a venue for trying out new collaborative skills and practices, and encourage “testing the waters” and learning more about what works and what doesn’t. When people are in more than one collaborative project, innovation in one can spread rapidly to another. Action in networks can be focused on opportunities and leverage points that have the greatest chance of making a difference. The **support network** ensures accountability, makes sure communication is happening, and supports leadership and action. This can include setting up communications and systems, helping people use social media platforms and the social web, finding and restructuring resources to support collaboration, coordination, and projects, and evaluating progress and outcomes.

### Political awareness

Political awareness is the **ability of human beings to acquire and possess political knowledge through perception, reasoning, or intuition**. It is a function of three elements: 1) their level of exposure to political information, 2) their intellectual ability to retain and organize the information they encounter, and 3) their motivation to obtain and comprehend political information. Political awareness means access to political information, political participation, media exposure, and interest in politics and education, with political information being the best indicator. In its broadest sense, political awareness is about understanding the ‘currents’, or hidden agendas, in an organization, and particularly the power relationships. Political awareness is an understanding of ‘power webs’ that determine how things really get done, who has power to make decisions, and who acts on those decisions - and an ability to navigate those power webs and get things accomplished.

Thus, political awareness can be evident in personal skills - particularly the ability to understand the motives, interests and influence of others; interpersonal skills - including the ability to influence others, to make people feel valued, and to handle conflict; reading people and situations - the ability to recognize both overt and underlying agendas is at the heart of political awareness; building alignments and alliances - recognizing differences, but forge them into collaborative actions; and strategic scanning - the ability to undertake long-term planning and think about longer-term issues that may affect an organization or group.

Appropriate levels of political knowledge are important for individuals and groups to effectively participate in politics, represent their own needs before the system, and develop attitudes that are based on more than emotion. Political awareness is important for making informed political choices such as selecting policies and candidates. Citizen interest in politics is important because it is interest that motivates an individual to follow political events and acquire information.

## Political interest

**Political interest is a desire to know or learn about politics and power relations**, including the relations of the State and current political issues or to give these issues personal attention and want to become involved. Classic studies on participation have found that a person's interest in politics-- independent of other factors such as education or political efficacy-- contributes to the likelihood that he or she will be involved in the political process. Political interest is a powerful explanatory factor in many models of political behavior and attitudes—from voting to political sophistication to media effects – and is a necessary precondition for the desired characteristics of a responsible and democratic citizen: critical loyalty, ability, and readiness for political participation. Interest raises questions about the political process, the political system, and incumbents in political positions. Political interest leads people to weigh ideological positions, to assess their pros and cons, and finally to make a commitment and achieve political identity. Without political interest, political identity stays diffuse: not knowing what to think, not knowing what to believe, not knowing where one's own commitments are. Political interest is also considered to be a consequence, as well as a cause of political activity. Those who are interested in politics will try to acquire political information that will ultimately lead, in turn, to higher levels of political information. Political awareness of voters is mostly influenced by the information that they get from different sources, such as friends, associates, social networks, and mass media.

Political interest increases with personal growth and development. Thus, during the critical years of adolescence, general interest in politics should generally increase, indicating crises and exploration, as is common for this period of life. Socialization theory also suggests that adolescence is a critical point during which political opinions crystallize from primary affective commitments to mature reasoned commitments. On the other hand, contextual variables - political scandals, election etc. - also have an impact on political interest so that development is not necessarily linear; also, elements of the prevailing political culture might influence the general level of interest. Research also demonstrates that the limited way in which young people see politics is a key factor discouraging their interest. Their views and conceptions are often based on a restricted understanding of politics and lack of trust in politicians to represent their interests. They also feel there is a lack of opportunities for them to engage politically. In spite of generally low levels of interest in politics, researchers have found young people concerned with and involved in a wide range of issues. These cover the broad political agenda, even if young people speak of them in different terms.

Researchers conclude that the challenge to those who are keen to kindle political interest is to ensure that young people are aware of the relevance of politics within their lives. While they need to be shown that politics is more than party politics, they also need to be made aware that politicians share a number of their interests and concerns. However, in order to engage their attention, politics needs to be delivered in an accessible and entertaining way that enables them to consider and appreciate the issues being discussed.

## Political or civic engagement/participation

**Political participation simply means that a person is participating in the political process by making his or her opinions and beliefs known.** In the social sciences, the term 'political participation' is often used to describe an action taken by a citizen to influence the outcome of a political issue. **Civic engagement** or **civic participation** involves individual and collective actions designed to identify and address issues of public concern. It can be defined as **citizens working together to make a change** or difference in the community. Civic engagement includes communities working together in both political and non-political actions. The goal of civic engagement is to address public concerns and promote the quality of the community.

Political participation/civic engagement can take many forms—from individual volunteerism and community engagement efforts to organizational involvement and government work such as electoral participation. These engagements may include directly addressing a problem through personal work, community based efforts, or work through the institutions of representative democracy. Many individuals feel a sense personal responsibility to actively engage as a sense of obligation to their community. "Youth civic engagement" has similar aims to develop the community environment and cultivate relationships, although youth civic engagement also places an emphasis on empowering youth.

Civic engagement can be divided into three categories:

- Electoral Action: Things people do around campaigns and elections.
- Civic Action: Things people do to help in their communities or ways in which they contribute to charities.
- Political Voice: Things people do to give expression to their political and social viewpoints.

In addition, behaviors related to keeping up with politics fall into a fourth dimension:

- Attentiveness: Things people do to follow and stay current with political and newsworthy happenings.

Measures of political participation/civic engagement		
Civic	Electoral	Political voice
Community problem solving	Regular voting	Contacting officials
Regular volunteering for a non-electoral organization	Persuading others to vote	Contacting the print media
Active membership in a group or association	Displaying buttons, signs, stickers	Contacting the broadcast media
Participation in fund-raising run/walk/ride	Campaign contributions	Protesting
Other fund-raising for charity	Volunteering for candidate or political organizations	Email petitions
Run for Political office	Registering voters	Written petitions and <a href="#">canvassing</a>
Symbolic Non-Participation		<a href="#">Boycotting</a>

### Political, politics, and power

**Political:** The field or space in which all power relations develop and political dynamics are carried out, including the relations of the State and political, economic, family, gender, and cultural organizations, among others.

**Politics:** The actions of politically interested individuals and groups that operate in a society and within a State, that seek to affect the decision-making that defines the public (institutions, legislation, public policies, budget, public opinion) of the Government and the State. Thus, politics can be synthesized as suggested by Harold Laswell: politics is about "who gets what, when, where, and how" and how we can influence who decides.

**Power:** The ability to influence individuals, organizations, media, officials and, institutions through different mechanisms and actions to achieve a vision or demands.

### **Political education**

A teaching and learning process that, based on personal and experiential experience, provides historical, political, and institutional frameworks as well as analysis tools for understanding the scope of political action, which strengthens the leadership of young people. Political education is conceived as a means to strengthen the leadership function of young people, and to inculcate a transforming ethic and critical thinking.

### **Transformative ethics**

The set of positive social values that allow rethinking the link between society and politics, putting as a center of gravity the defense of the totality of human rights and the common interest.

### **Critical thinking**

Critical thinking is a general term that covers all thinking processes that strive to get below the surface of something: questioning, probing, analyzing, testing and exploring. Critical thinking requires detective-like skills of persistence to examine and re-examine an argument, in order to take in all the angles and weigh up evidence on every side. To think critically is never to take something on 'face value' but to question and think independently about an issue, however 'authoritative' a writer or thinker may be. Analytical thinking involves particular processes, in particular breaking down the 'parts' and looking at them more closely. It involves:

- Standing back from the information given and examining it carefully from different angles
- Checking the accuracy of statements
- Checking the logic – whether points follow each other logically
- Spotting flaws or 'jumps' in the reasoning
- Identifying 'gaps' – arguments or information that might be relevant but has been left out
- Checking for persuasive techniques, which encourage you to agree

### **Forces of change**

Actions and collective dynamics led by ethical leaders and critics of their reality, aimed at the transformation of power relations, politics and structural conditions of the country.

### **Organization**

Political processes that allow the construction of a shared vision of reality and initiatives. It is also the collective space that supports the work of leadership.

**Political Organization** is any organization that involves itself in the political process, including political parties, non-governmental organizations, advocacy groups and special interest groups. Political organizations are those engaged in political activities (e.g., lobbying, community organizing, campaign advertising, etc.) aimed at achieving clearly-defined political goals, which typically benefit the interests of their members. While parties are one type of political organization that may engage in some or all of those activities, they are distinct in that they typically focus on supporting candidates for public office, winning elections and controlling government.



## ANNEX 2 – LEADERSHIP PROFILES

<b>Categories</b>	<b>Potential Leaders (ages 16-25)</b>	<b>Developing Leaders (ages 16-30)</b>	<b>Leaders in action (ages 16-35)</b>
<b>Influence</b>	<ul style="list-style-type: none"> <li>• Demonstrates influence with others and ability to bring people together for various activities</li> </ul>	<ul style="list-style-type: none"> <li>• Works with others to mobilize them, create initiatives, etc.</li> <li>• Begins to show leadership recognized and respected by others</li> </ul>	<ul style="list-style-type: none"> <li>• Mobilizes others</li> <li>• Is listened to via various means of communication</li> <li>• Speaks for others with authority</li> </ul>
<b>Interest</b>	<ul style="list-style-type: none"> <li>• Demonstrates interest in what is happening in the community and the country</li> <li>• Interested in the common good</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in transforming the reality of the community or country</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in transforming the reality of the community or country through a political agenda or vision for the country</li> </ul>
<b>Commitment</b>	<ul style="list-style-type: none"> <li>• Wants to help others</li> <li>• Believes in helping to support change in the community and country.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks for ways to help others and support change in the community or country</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes actions, projects, and proposals for change that favor the common good, fight corruption, defend territory, democratize the political system, and reform the state</li> </ul>
<b>Abilities and qualities</b> (communication, negotiation, management of groups and networks, speaking ability)	<ul style="list-style-type: none"> <li>• Expresses ideas in public</li> <li>• Questions things</li> <li>• Uses social networks</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses ideas and arguments fluently in different spaces</li> <li>• Works as a team, can reach consensus and collaborate in leading activities</li> <li>• Uses social networks often to inform, share information, and react to political issues</li> <li>• Self-confident</li> </ul>	<ul style="list-style-type: none"> <li>• Good orator</li> <li>• Organizes and leads collective action</li> <li>• Places themes and trends on social networks</li> <li>• Influences public opinion</li> <li>• Able to negotiate agreements</li> </ul>
<b>Organization/ participation</b>	<ul style="list-style-type: none"> <li>• Participates in diverse organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to participate in some organization or political group</li> <li>• Is involved in collective action with social, civic, and/or political goals</li> <li>• Generates collective initiatives that address social and/or political issues</li> </ul>	<ul style="list-style-type: none"> <li>• Participates actively and fills leadership positions in an organization or group</li> <li>• Promotes initiatives that generate collective action focused on political issues</li> <li>• Is an active participant and member of social networks</li> </ul>
<b>Values</b>	Honest Responsible Generates confidence	Honest Responsible Generates confidence Self-critical Inclusive Participative/democratic	Honest Self-critical Responsible Inclusive Generates confidence Participative/democratic Accountable Visionary and perseveres Guided by principles of social justice & the common good
<b>Political training</b>	No formal political training	Has received some level of political training	Completed political training successfully

### ANNEX 3 – PROYECTO ACCIÓN TRANSFORMADORA LEADERSHIP COMPETENCIES FRAMEWORK

This framework is a guide to develop a *Leadership Competencies Assessment* and help Proyecto Acción Transformadora measure change in youth leader competencies across project activities. The Proyecto Acción Transformadora team will adjust the competencies and their definitions after the youth leadership assessment, which will advise the team on the most important competencies required for young political leaders in Guatemala. Not all project activities will address all competencies. See the chart on p. 2 for an illustrative list of which activities may address which competencies. Project indicators will measure other aspect of Proyecto Acción Transformadora work. This framework is specifically to measure the change in knowledge, skills, and attitudes (competencies) of youth leader participants.

<b>ACADEMIC Competencies:</b> Recognizes leadership skills and different areas of participation in organized politically-oriented activities. Uses critical thinking skills in learning processes, analysis, and reflection to question the current reality at community and national levels and develop greater understanding of politics and power, and their relationships in the Guatemalan context, that can be used to transform this reality.	<b>LEADERSHIP Competencies:</b> Able to exercise leadership and influence politics in different areas through the knowledge, skills and attitudes acquired in the process of initial political training and joins political networks.
<b>A1. Power and politics in Guatemala</b> – Familiar with concepts of power and politics based on knowledge and analysis of politics and power relations in Guatemala.	<b>L1. Leadership for change</b> – Able to exercise leadership with a transformative ethic for the defense and protection of the common good. Demonstrates self-confidence, self-efficacy, and the ability to lead and perform as a team member. Has experienced and practiced various group dynamics, leadership styles, discussion processes, and decision-making practices. Builds long-term vision for own leadership. Visualizes potential change processes. Able to join and organize others to participate individually and collectively in the construction of new forms of influence in local and national political dynamics.
<b>A2. Current Guatemalan political and social reality</b> – Able to analyze the current situation of the country (especially related to youth), based on data and historical analysis of the construction of the Guatemalan State. Understands the current political and social situation in Guatemala and structural causes.	<b>L2. Exercising Leadership in a political context</b> – Begins to use new concepts of leadership and its relation to power, politics and ethics as a starting point to visualize change. Can share and reflect on personal experiences with leadership, power, and politics.
<b>A3. Role of the state at the national and local levels</b> – Understands the role of the State to improve the political, economic, social, cultural and environmental conditions of Guatemala based on knowledge of national and local government entities and their structure and function.	<b>L3. Pathways for change</b> – Identifies options for political participation in decision making and advocacy processes to bring positive change in Guatemala. Envisions potential leadership roles in grassroots organizations, political parties, Congress, and municipalities, development councils, commissions., etc.
<b>A4. Citizen involvement</b> – Able to analyze the dynamics and power relations that young people experience in their daily lives, specifically related to gender, cultural relations, and new political relations.	<b>L4. Youth power, new possibilities</b> - Recognizes young people as political actors able to organize themselves and find references in the history and current affairs of youth movements.
	<b>L5. Inclusion:</b> Recognizes discriminatory or exclusionary attitudes and actions; can describe strategies for inclusion (diversity considerations: gender; socioeconomic; ethnic; religious; sexual orientation; disability); creates ties with diverse young leaders
	<b>L6. Taking Action and Advocacy:</b> Develops concrete plans to solve problems in the community, municipality, or organization in a participatory and constructive way; participates in constructive networks; can execute advocacy efforts including audience identification and messaging.

**Year 1 Activities and Target Leadership Competencies by Activity.** Competencies are designated for those activities which target youth and their learning/growth as the primary target. *NOTE: During this first year of implementation, TransformAccion may adjust which competences are most appropriate for each activity as they are implemented.*

ACTIVITY	Academic Competencies	Leadership Competencies	Measurement Tools
<b>Objective 1: Activate potential leaders</b> <b>Youth from all parts of Guatemalan society who demonstrate leadership aptitude and political interest build their political leadership skills and engage in local political action and political networks.</b>			
<b>Activity 1.1b: Implement the foundational training in priority municipalities</b>	<ul style="list-style-type: none"> <li>• A1. Power and politics in Guatemala</li> <li>• A2. Current Guatemalan political and social reality</li> <li>• A3. Role of the state at the national and local levels</li> <li>• A4. Citizen involvement</li> </ul>	<ul style="list-style-type: none"> <li>• L1. Leadership for Change</li> <li>• L2. Leadership in a political context</li> <li>• L3. Pathways for change</li> <li>• L4. Youth power, new possibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Incoming, mid-term, and exit questionnaires using <i>Leadership Competencies Assessment</i>.</li> <li>• Training log.</li> <li>• Most Significant Change (at the end of the training process).</li> <li>• Follow-up over the next few years through the network and contact efforts periodically during the term of the project</li> </ul>
<b>Activity 1.2a: Youth lead politically-focused projects at the community or municipal level.</b>	n/a	<ul style="list-style-type: none"> <li>• L5. Inclusion</li> <li>• L6. Taking Action and Advocacy</li> </ul>	Final reports and evaluation of community projects.
<b>Activity 1.3a: A strong, multi-layered network of youth civic and political leaders reaches youth and connects them to civic and political participation opportunities.</b>	A4. Citizen involvement	<ul style="list-style-type: none"> <li>• L2. Leadership in a political context</li> <li>• L3. Pathways for change</li> <li>• L4. Youth power, new possibilities</li> <li>• L5. Inclusion</li> </ul>	Frequency of participation and interactions in the network.
<b>Objective 2: Strengthen &amp; mobilize developing leaders</b> <b>Youth with demonstrated leadership skills and high potential build and apply advanced political leadership skills and engage in broader political activity and networks.</b>			
<b>Activity 2.1b: Developing leaders participate in short-term learning opportunities and complete higher education opportunities</b>	Deeper understanding of politics and governance in Guatemala, activities of the state at national and local levels, specific areas of government policy and actions, analytical skills for understanding politics	<ul style="list-style-type: none"> <li>• <b>L1. Leadership for change</b></li> <li>• L2. Leadership in a political context</li> <li>• L6. Taking Action and Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Academic certifications.</li> <li>• <i>Leadership Competencies Assessment</i>.</li> </ul>
<b>Activity 2.1c: Advanced developing leaders participate in local and regional fellowships and certification programs.</b>	Deeper understanding of politics and governance in Guatemala, activities of the state at national and local levels, specific areas of government policy and actions, analytical skills for understanding politics	<ul style="list-style-type: none"> <li>• <b>L1. Leadership for change</b></li> <li>• L2. Leadership in a political context</li> <li>• L6. Taking Action and Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Academic certifications.</li> <li>• <i>Leadership Competencies Assessment</i>.</li> </ul>

ACTIVITY	Academic Competencies	Leadership Competencies	Measurement Tools
<b>Activity 2.2b: Institutionalized support services propel marginalized developing leaders to succeed.</b>	n/a – support services focused on enrollment, retention, and completion.		Enrollment, retention, and completion metrics
<b>Activity 2.2d: Mentors and the Proyecto Acción Transformadora network help emerging political leaders bridge the gap to politics.</b>		<ul style="list-style-type: none"> <li>• <b>L1. Leadership for change</b></li> <li>• L2. Leadership in a political context</li> <li>• L3. Pathways for change</li> <li>• L6. Taking Action and Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Reports from mentors.</li> <li>• Student reports.</li> </ul>
<b>Objective 3: Support leaders in action</b> <b>Youth and youth-led organizations that demonstrate high levels of political interest and involvement work collaboratively with others to promote political change.</b>			
<b>Activity 3.1a: Rapid Youth-Led Leadership Assessment:</b>	<ul style="list-style-type: none"> <li>• A2. Current Guatemalan political and social reality</li> <li>• A4: Citizen involvement</li> </ul>	<ul style="list-style-type: none"> <li>• L1. Leadership for change</li> <li>• L3. Pathways for change</li> <li>• L5. Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Individual critical analysis.</li> <li>• Quality of individual analysis (observed) and group analysis (written).</li> </ul>
<b>Activity 3.1c: Leaders in Action participate in exchange experiences in communities in a new demographic area within Guatemala.</b>	A4. Citizen involvement.	<ul style="list-style-type: none"> <li>• L4. Youth power, new possibilities</li> <li>• L5. Inclusion</li> <li>• L6. Taking Action and Advocacy</li> </ul>	Reports from youth who participate in cultural exchanges. Leadership Competencies assessment
<b>Activity 3.2a: Youth-led movements or organizations collaborate across demographic divides to advance priorities around shared thematic interests.</b>	<ul style="list-style-type: none"> <li>• A4. Citizen involvement</li> </ul>	<ul style="list-style-type: none"> <li>• L4. Youth power, new possibilities</li> <li>• L5. Inclusion</li> <li>• L6. Taking Action and Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Project proposals.</li> <li>• Final reports on project implementation.</li> </ul>
<b>Activity 3.3a: Youth-led movements and organizations build capacity in advocacy and political participation</b>	n/a	Movement leaders develop: <ul style="list-style-type: none"> <li>• L3. Pathways for change</li> <li>• L4. Youth power, new possibilities</li> <li>• L5. Inclusion</li> <li>• L6. Taking action and advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Competencies assessment</li> </ul>

**Module 1: Knowing ourselves and leadership concepts**

Generating question:

What leader are we and what leadership do we need for change?

Objective: Reflect from one's own experience on leadership, power and politics, thus allowing closer ties among the participants.

**Leadership in a political context** – Understand the concept of leadership and its relation to power, politics and ethics as a starting point to visualize change in Guatemala. Reflect and share personal experiences with leadership, power, and politics.

Minimum contents:

1. Leadership and the role in change
2. Leadership as a relationship of power to reformulate.
3. The leadership in politics or towards a new ethic: democratic values to live from the leadership

**Module 2: From experience to knowledge of power and politics**

Objective: To know and analyze the basic concepts of politics and power, democracy and the State.

**Power and politics in Guatemala** - Become familiar with the concepts of power and politics based on the knowledge and analysis of power relations in Guatemala. Knows and analyzes the concepts of power and politics, and power relations in Guatemala.

Generating questions:

What is politics? What is power?

Minimum contents:

1. The key concepts to understand the policy
2. What is power and how is it built (how to empower a leader)
3. Critical analysis of power relations in Guatemala: colonialism, machismo, racism, elitism.

**Module 3: The configuration of political power in Guatemala**

Generating question:

How was Guatemala built and what should change?

Objective: To know the current situation of the country and identify the role of politics and leadership to transcend them

**Current Guatemalan political and social reality** – Analyze the current situation of the country (especially related to youth), based on data and historical analysis of the construction of the Guatemalan State. Learn about the current political and social situation in Guatemala state and their structural causes.

Minimum contents:

1. Guatemala in data,
2. The data of youth: the basic opportunities that we do not have and the rights that do not respect.
3. The causes of today's situation: the historical moments that mark the configuration of the current situation.

#### **Module 4: The possibilities of positive change of the State (I)**

Generating question:

What is the State? What is local government? How is the State and what is the role of the State in the construction of a better society?

Objective: Identify the role of the State in the positive change of the political, economic, social, cultural and environmental conditions of Guatemala.

**Role of the state at the national level** – Understand the role of the State to improve the political, economic, social, cultural and environmental conditions of Guatemala (especially for the youth), based on knowledge of the State and its structure. Identify the different roles played by the State in terms of improving these conditions.

Minimum contents:

1. Knowing the State: what it is and its different forms and functions
2. The State is essential for the change of a country: role in the life of a society.
3. More sensitive state structure for young people Where and who should ensure basic opportunities for young people?

#### **Module 5: The possibilities of positive change of the State (II)**

Generating question:

What is the State? What is local government? How is the State and what is the role of the State in the construction of a better society?

Objective: Identify the role of the State in the positive change of the political, economic, social, cultural and environmental conditions of Guatemala.

**Role of the State at the local level** – Understand the strategic role of local governments to improve the political, economic, social, cultural and environmental conditions of the municipality, especially the youth), based on knowledge of local governments and their structure. Identify the different roles played by the local government in terms of improving these conditions.

Minimum contents:

1. Local government: the small-scale State.
2. The strategic of local government
3. The arguments and the defense of young people: The essentials of a municipality that we should know
4. The legal thing about youth at the municipal level

#### **Module 6: Pathways for change: individual**

Generating question:

How are my relationships with my companions? How are my relationships with my colleagues from other cultures? Do I reproduce negative power relations?

Objective: To sustain a critical review of the dynamics and power relations that young people live in their daily lives, specifically in gender and cultural relations.

Minimum contents:

1. Gender relations
2. Cultural relationships
3. New political relations: towards empowerment, new masculinities and intercultural relations.

### **Module 7: Pathways for change: collective**

Generating question:

Why is it important to participate and its possibilities for a better life in the community?

Objective: Identify the role of participation - in decision-making spaces, in decision making and in influence / incidence processes - in the positive change of the political, economic, social, cultural and environmental conditions of Guatemala

Minimum contents:

1. The relationship between participation, organization and power (emphasis on: where is the leader?)
2. The spaces in which we can participate to make ourselves heard: from grassroots organizations to political parties
3. The elected and won spaces: Congress and municipalities, system of development councils, commissions.

### **Module 8: Youth power, new possibilities**

Generating question:

Where do young people participate?

Objective: Recognize young people as a political subject capable of organizing themselves and finding references in the history and current affairs of youth movements.

Minimum contents:

1. Tour of the organization of young people in the country - creation of references: from 1944 to 2017.
2. Young people in other latitudes.
3. Scope and categories of youth participation: what have we achieved?

### **Module 9: Current pathways for transformation and citizen hope**

Generating question:

What happens in our country today?

Objective: To know the political reality of the country and the most important political processes at present to identify spaces of common action with other young people.

Minimum contents:

1. The great processes of the current national reality: the axes in dispute (Fight against corruption - Attorney General, natural resources and defense of the territory, fiscal pact, LEPP reforms and 2019 General Elections, Re-foundation of the State)
2. The demands of young people
3. Sectoral versus national: the articulation of demands

### **Module 10: Closure of the training process:**

Generating question:

Where do I go from here?

Objective: Reflect on the process of formation from the role of leadership in a policy whose ethics privileges the collective processes that defend the common good, to recognize the place of the young person in the process of change.

Minimum contents:

1. Individual: Most Significant Change.
2. The collective: a reflection on leadership for a better country.

### Introduction

A Gender and Social Inclusion Analysis, undertaken by international and local consultants from August through early October 2017, further grounds the proposal findings surrounding the topic of inclusion of male and female, LGBTI, disabled, indigenous, rural and other marginalized youth leaders in political life in Guatemala. USAID's 2012 Gender Equality and Female Empowerment Policy guided the research and analysis. The full assessment report is attached to this submission, and this Gender and Inclusion Integration Plan highlights general recommendations based on document review, interviews and focus groups – all focused on guiding *Proyecto Acción Transformadora* to best bring diverse youth voices to the foreground of all program activities.

In addition to addressing gender integration, IREX has expanded this report to cover inclusion strategies for a variety of marginalized groups. As the *Proyecto Acción Transformadora* project specifically seeks to empower marginalized segments of the youth population, the methodology of IREX's Gender and Inclusion Assessment sought to generate inclusion strategies (especially, but not exclusively, for young women) for underrepresented groups including: ethnic minorities, people with disabilities, LGBTQI youth, youth living in poverty, and rural youth.

This plan responds to four questions requested by USAID Guatemala:

1. *What are the policy, legal, and socio-cultural constraints to women and men becoming full beneficiaries of the project, and what design elements are required to remove or compensate for these constraints?*
2. *How will the different roles and status of women and men within the community, political sphere, workplace, and household (for example, roles in decision-making and different access to and control over resources and services) affect the work to be undertaken?*
3. *How will the anticipated results of the project affect women and men differently?*
4. *What impact will the project have on gender inequalities?*

### **Gender and Inclusion Analysis - Executive Summary**

In 2015, the revelation of a network of fraud within the Guatemalan government led to the resignation of the president and his vice-president, as well as other high-level officials. Prior to these resignations, civil society came together and gathered in the Central Plaza of Guatemala City and in the central plazas across department capitals as well. This generated a socio-political movement across the varied economic, social and political sectors of the country. Civil society moved out of their comfort zones and expressed their discontent towards the corrupt authorities at all levels which led to resignations and arrests throughout all spaces of political power. This phenomenon, which gained a spot in Guatemalan political history, has generated a whole series of social and political movements – most of which are made up of young people - who have established themselves as socio-political youth organizations whose voices will be heard during the next election cycle. Social media is their main method of communication, a way get their message out and to convene their peers as well



In September 2017, there was a new call to the Central Plaza and to across the country. Civil society demanded the resignation of 108 members of Congress who had approved a series of modifications to the Criminal Code. In response to the, a national strike was held on September 20 and because of this public outcry, the previously approved modifications were withdrawn.

These social movements demonstrate the awakening and interest of adolescents and youth in their country's political dynamics. They have begun to understand the current political situation and the importance youth participation in their nation's political spheres. Youth also recognize the need to prepare and develop a space for the much-needed transfer of power to a new generation of political leaders.

This draft Gender and Social Inclusion Analysis provides a glimpse of the situation where Guatemalan youth now find themselves and how they are acting and reacting to the ever-changing political climate in country. Guatemalan youth – no matter where they live, their race, ethnicity or sexual orientation - all expressed the same sentiments:

- a. Civil society is adult-centric and very segmented;
- b. There is little-to-no space for youth in civil society; nor are there any signs of civil society preparing to transition for participation by the next generation; and
- c. Youth want a voice and a vote.

This Analysis presents a series of findings based on a consultative meeting with youth-led and youth-serving organizations, key informant interviews, and focus groups with youth where issues of gender and social inclusion as related to youth leadership and political participation were discussed. Based on the findings, a series of recommendations and potential interventions are presented to guide the integration of gender and social inclusion into *Proyecto Acción Transformadora* activities. The overall findings include:

- Many youth equate political participation with joining a political party;
- Youth have absolutely no trust in political parties and feel exploited by them during the election season;
- Youth want to be leaders; but, for example, they are given very little space on COCODES or COMUDES. The space that they do have symbolic and wields no decision-making power;
- Civil society is adult-centric and very segmented;
- All youth want a voice and a vote yet here is little-to-no space for youth in civil society; nor are there any signs of civil society preparing to transition for the participation of the next generation;
- Some youth want to be involved politically at the community level while others have ambitions to reach the municipal level or to influence political parties; and
- Youth have access to information via social networks, community radio and political gatherings of all types.

Based on these overall findings, the broad set of general recommendations for the *Proyecto Acción Transformadora* Activity include:

- The gender and social inclusion strategy should be all encompassing and address masculinities, LGBTI issues and not simply focus on the status of women.
- In all appropriate *Proyecto Acción Transformadora* activities, ensure balanced participation of male and female youth, ladino and indigenous youth, and include rural, poor, LGBTIQ and disabled youth. In activities targeting marginalized youth, strive to include each category listed above with the exception of middle/professional class youth.
- Strive to provide and broadly share an in-depth and nuanced definition of political participation, to include activities at all levels, including at the community level. Publicize examples of positive youth-led political participation broadly, particularly using networks that Guatemalan youth access.
- Within each *Proyecto Acción Transformadora* activity, mentor each leader, facilitator, and/or responsible staff member in the inclusion approach, ensuring that facilitation and materials are inclusive and allow for respectful participation and voice from all groups.
- Through each *Proyecto Acción Transformadora* activity, create space and opportunities for constructive interactions with adult-led structures.
- Address positive masculinities across program activities.
- Remain sensitive to perceptions that middle/professional-class youth are being bypassed by activities; be transparent about which activities target which groups.
- Within the broad *Proyecto Acción Transformadora* youth network and any thematic networks, ensure that gender and social inclusion are **integrated into each group** (such as political activism and government transparency), and not separated out into its own group.
- Gender and social inclusion should be integrated throughout the design of the micro and small grants programs.

### **Proyecto Acción Transformadora Gender and Inclusion Plan**

#### **1. What are the policy, legal and socio-cultural restraints to men and women becoming full beneficiaries of the project, and what design elements are required to remove or compensate for these restraints?**

Guatemala is one of the most diverse countries in Central America. As of 2014, the population is 15.6 million (ENCOVI 2014), of which 60.9% are non-indigenous, 38.5% are indigenous and 0.5% represent other ethnics groups. Of the total, 51.5% are women and 48.5% are men. The country has 24 linguistic groups and the populations is divided into four groups: Maya, Garifuna, Xinca and Mestizo or Ladino.

Guatemala has made significant strides in codifying protection and inclusion for all citizens, but there is still a wide gap between policy and practice. As detailed in the attached report, specific laws and policies exist to reduce discrimination and promote full rights for marginalized populations, ranging from laws protecting people with disabilities, to dignifying and promoting women. Guatemala also aligns its policies within international legal frameworks, such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); the Convention on the Rights of People with Disabilities (2016) and Agreement 169 Concerning Indigenous and Tribal People in Independent Countries. CONJUVE (The National Youth

Council), oversees the implementation of the National Youth Policy to promote Guatemalan youth in their right to improve their quality and condition in life.

Participation of marginalized groups in the formal political sphere remains low. Of the 158 congressional representatives in Guatemala, only 24 are women. Of these women, one is indigenous and one is a member of the LGBT community. This means that only 13.9 percent of representatives are women; indigenous representation is at 11.1%. (2015 UN Development Report). As of 2016, UN Women reports that of the 14 ministries in the country, two are headed by women (14%) with the same data in the secretariats. Of the 22 departments in the country, only 5 are governed by women (23%) and the rest by men (77%).

Youth remain culturally constrained in terms of public participation, with the constraints multiplying for marginalized groups such as women, LGBTIQ, minority ethnic groups, and disabled youth. Youth have absolutely no trust in political parties and feel exploited by them during the election season. Youth want to be leaders; but, for example, they are given very little space on COCODES or COMUDES. The space that they do have symbolic and wields no decision-making power. Our analysis found that civil society is adult-centric and very segmented, and that all youth want a voice and a vote yet here is little-to-no space for youth in civil society; nor are there any signs of civil society preparing to transition for the participation of the next generation;

*Proyecto Acción Transformadora* activities provide an opportunity to bring diverse youth voices to bear with the aim of strengthening Guatemala's legal framework in ways that give practical application and empower young men and women to advocate for themselves and their communities within their legal protection.

The analysis itself was a first step in documenting Guatemalan youth voices and relaying their thoughts into specific recommendations, organized in the attached report by objective and activity.

Additional key design elements to remove or compensate for constraints to participation include:

- Intentionally ensuring an inclusion focus in all activities, from careful recruitment, to planning activities at times and locations that can accommodate women and other marginalized groups, to creating safe spaces for diverse youth voices to be heard within the project.
- Including accommodations and funding for such accommodations for diverse youth to participate in activities; for example: providing child care for young mothers to participate in short-term learning opportunities, or providing accommodations to disabled youth.
- Within activities that will engage adult-led structures, conducting initial outreach with those structures to lay the ground work for structured youth participation or engagement. In parallel, prepare youth so that their contributions are measured, credible, and valuable.

Throughout the first year of the project, *Proyecto Acción Transformadora* will regularly review these design elements, learn from pilot activities, and add design elements to this list.

## **2. How will the different roles and status of women and men within the community, political sphere, workplace, and household (for example, roles in decision-making and different access to and control over resources and services) affect the work to be undertaken?**

Across youth-led and youth-serving organizations that participated, our analysis was clear that young women are participating as much as young men within their organizations. Specific programs may have some variation, such as health or agricultural programs. Across all youth groups, young women all stated that they make their own decision when it comes to voting. However, the space for women in the political realm is limited as noted above.

Our analysis found that women and other marginalized groups (LGBTIQ, disabled) are particularly marginalized in rural areas. For women, traditional gender expectations, family concerns about mobility and safety, and early childbearing all restrict female participation. The lack of access to information and training, as well as the lack of equity in resources is a significant factor in limiting female political participation.

- Traditional gender roles must be addressed so that women can participate in all program activities.
- Youth organizations and facilitators will meet with families to establish trust and provide assurance that young women will remain safe when leaving their communities for events, training or learning opportunities.
- The project will focus on proactively creating an enabling environment with the men in these young women's social circles.
- *Proyecto Acción Transformadora* will strive to encourage the participation of young single mothers in youth events, by inviting them to bring their children and offering childcare options for training and other activities.
- We will also ensure *Proyecto Acción Transformadora* technical and managerial staff, youth, implementing partners, and facilitators receive training on standard instructional strategies for gender-equitable and inclusive learning. This training will include guidance on supporting gender equality, female empowerment and social inclusion throughout all stages of the project.
- *Proyecto Acción Transformadora* will build into its training a focus on new masculinities and gender-based violence to bring to light harmful masculine attitudes and behaviors.
- *Proyecto Acción Transformadora* will collaborate with many resource partners, including the Centro Barbara Ford and ADESJU, with their body of work on the topic of masculinities, and PASMO, which works with health partners to provide technical content for training events. The Red de Hombres has developed training manuals on masculinities along with Palladium's USAID-funded Health Policy Plus project.

## **3. How will the anticipated results of the project affect men and women differently?**

The project strives towards an outcome of more women better positioned to improve their participation in activities typically more proportionately denied to them due to biases in the existing education rates and educational system, early-age marriage and pregnancy, and

conservative gender role practices. A potential unintended outcome may include an increase in family or community restrictions, or potentially violence, against both women and LGBTI youth as they are given more opportunities and return to their communities with new training experiences, educational certificates, or knowledge and tools.

In response, *Proyecto Acción Transformadora* will prioritize the identification of male youth trainers over the life of the project to become Gender Champions and speak out on gender equality and sensitize communities against gender based violence, and to reach into communities and families to socialize them as their daughters and wives engage more broadly. Of prime importance is building into the trainings discussions of harmful masculine attitudes. As the training methodology is standardized and shared with partners and eventually, other organizations and groups promoting youth development, we hope to see a positive cultural shift. Where possible, we will ensure that the male and female youth trainers represent the disabled, indigenous, and LGBTI communities. We will also prioritize the safety of our participants by identifying convenient locations for training opportunities and encouraging female and LGBTI youth to travel together.

We also anticipate that after young mothers avail themselves of training and short-courses, their participation in follow-on activities may be more limited to their immediate communities. We expect that female youth will return to the daily rigors childcare and scheduling around family responsibilities, and will need additional coaching from *Proyecto Acción Transformadora* trainers and facilitators to apply their new experiences to political involvement at the municipal level. As the *Proyecto Acción Transformadora* team and facilitator numbers grow, we will have greater mentoring capacity to encourage female alumni groups, application for small grant opportunities for projects at the municipal level, and participation in the Social Innovation competitions.

Men might find the selection process for the foundational training, learning opportunities and access to small grants funding to be more competitive than they are accustomed. With more male applicants from both urban and rural geographic areas applying for these opportunities, the selection criteria and committees will understand the importance of striving for an appropriate gender balance. The evaluation criteria will also place weight on diverse backgrounds, including indigenous, disabled and LGBTI youth. *Proyecto Acción Transformadora* will look for ways to involve male participants to not leave them behind in the overall trajectory towards gender and social inclusion. The male participants will be more affected in their attitude changes, especially as they see their peers championing difficult topics.

As the pilot year of the project, we expect this conversation to continue evolving and will update our mitigation approaches as we see results and cultural shifts from the activities.

#### **4. What impact will the project have on gender inequalities and social inclusion?**

We anticipate that *Proyecto Acción Transformadora* will address the following aspects of gender inequality and social inclusion:

**Increased sense of self-efficacy** as female, indigenous, LGBTI and disabled youth are given opportunities to be think critically, acquire new skills, tools and knowledge, work collaboratively

across diverse peer groups on projects of shared concern, and practice advocating on critical issues with adult-led organizations and governmental structures. Given the existing small percentage of women and other underserved populations in Guatemalan congress, and coupled with the belief that the women who do serve in these positions are merely satisfying a quota, there is high potential to see real results in confidence, goal-setting, and advancing problem-solving strategies.

We expect that stories of most significant change<sup>4</sup> will reveal **positive changes in how participating youth perceive their female and other marginalized peers**. Guatemalan youth leadership typically excludes young woman and the expansion of female roles and visibility throughout program activities will create a broader perspective concerning gender equality.

Likewise, as participants work more closely with LGBTI and youth with disabilities, we anticipate progress made towards a greater appreciation of diversity and the experiences that peers bring to discussions and problems.

We anticipate that the project will also create lasting **positive change on how communities perceive female and marginalized youth**. As young women and other underserved youth return from their training and educational experiences, they will be able to begin addressing community issues with confidence and authority. No longer will they be seen as fulfilling a political quota, but empowered with knowledge and tools to creatively problem-solve, marshal support for their causes, and present articulate plans of action.

The same hope holds for positive changes in relationships between **middle-class youth and marginalized youth**, who learn that though they experience different prejudices against them, they can leverage their shared energy and moral enthusiasm to building a vision of a more accountable government.

**Youth-led inclusion initiatives** will reach and include new groups of marginalized youth – including young women – in political processes. All *Proyecto Acción Transformadora* activities, especially exchanges and mentorship programs, will broaden the horizons of youth leaders to the value of intentional efforts to ensure diversity and inclusion in their activities.

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<sup>4</sup> The **Most Significant Change Technique (MSC)** is a M&E technique used for evaluating complex interventions. MSC involves the generation of significant change stories by various stakeholders involved in the intervention. These are stories of significant changes caused by the intervention. The more significant of these stories are then selected by the stakeholders and in-depth discussions of these stories take place. These discussions bring to the stakeholders attention the impacts of the intervention that have the most significant effects on the lives of the beneficiaries.

### **Opportunities to promote sustainability**

The primary sustainability objective in this project is to set in motion a process of youth leadership development and support that continues after *Proyecto Acción Transformadora* funding and activities have ended. This requires a focus on sustainability through a range of activities, starting with project design elements and various capacity building efforts. Key efforts to build sustainability into project design and implementation include the following:

- **Build the institutional capacity of partners** - One key contribution to sustainability is the development of increased capacity in our partners to provide training and support to leaders in action as part of the outcome of *Proyecto Acción Transformadora* activities. *Proyecto Acción Transformadora* partners will have developed, implemented, and improved a common leadership training methodology and approach that can continue to be used beyond the formal *Proyecto Acción Transformadora* timeframe. They will also be involved in the organization of a network of youth leaders and organizations promoting youth leaders that will keep them engaged and supportive of the leaders they have trained and supported.
- **Share training and support methodologies** – The training methodology that is developed and refined by current partners can be shared more broadly with other partners developed during the course of the project. IREX staff will ensure that that successful approaches to developing youth leaders are replicable and available to other organizations and groups promoting youth development.
- **Develop leaders who “give back”** – An important quality in the youth leaders that are developed and mentored through *Proyecto Acción Transformadora* is a value orientation that includes a sense of responsibility and calling to help future youth leaders as they move into positions of responsibility and opportunity. We hope that their appreciation of what is offered through *Proyecto Acción Transformadora* can be reflected in a commitment to promote youth leadership throughout their career.
- **Create success that breeds imitation** – We hope to create a model for expanding the development and impact of emerging youth leaders that is successful in ways that will be copied by others (universities, emerging new political organizations and parties, other donors) and implemented in similar ways that continue and expand the number of youth who are involved in political action and increase the efficacy and impact of *Proyecto Acción Transformadora* efforts
- **Support a “youth agenda” that attracts more youth to political action** – As more youth become engaged in political action the development of a youth agenda can help to mobilize others who will demand opportunities for training and experiences that build their capacity and effectiveness.
- **Develop and solidify a network of young political leaders** – The network of youth leaders that *Proyecto Acción Transformadora* helps create and maintain will be a primary source of continuing support for young leaders benefiting from different *Proyecto Acción Transformadora* training opportunities and engaged in political activities with project support. Developing a network that is run by youth and has minimal cost (e.g. due to increased use of social media for communication) can be a useful source of support for development of future youth leaders.

- **Promote political reforms that open up political opportunities for youth** – Recent political activism in response to current political leaders’ efforts to protect their privilege and maintain a status quo that seems to benefit the wealthy and corrupt, could foment a political crisis that forces a process of reform. This could galvanize youth and create greater potential for youth leaders to participate actively in the formal political institutions in the country, or open up the system to new kinds of political parties or forms of political participation.

***Establishing sustainable systems from the beginning*** – Sustainable systems are of paramount importance, especially from the first year. IREX will look for opportunities to bring to the forefront Guatemalan youth voices and participants will share new knowledge and learning experiences through writing analysis and action plans and speaking at community events or at other *Proyecto Acción Transformadora* trainings. We will create and provide manuals and written guidance for participants and institutions for reference and to institutionalize resources. Follow-up with youth leaders after they complete certificates and short courses to retain energy and motivation is essential, as is encouragement and support for small grants, community projects and participation in other components of *Proyecto Acción Transformadora*.

*Proyecto Acción Transformadora* will consider ways to build capacity where possible at various institutions. In year one, this will include inviting institutional staff to host sessions at welcome orientations in preparation for gradually transitioning this responsibility to others in subsequent years.

**Opportunities for sustainability for each *Proyecto Acción Transformadora* result area:**

Result 1.1	Youth and youth-led organizations will have a model and tested training materials to use for youth political participation in perpetuity. A cadre of youth trainers will be familiar with the specific curriculum and will have a long-term commitment to supporting advocacy and political engagement. Of the 2600 potential youth leaders who will “graduate” from foundational training (Result 1.1), those that continue to actively participate in the network will serve as ambassadors for the training in future years.
Result 1.2	A cadre of youth trainers will be familiar with the specific curriculum and will have a long-term commitment to supporting advocacy and political engagement; sustainability of these activities will be a critical factor in their approval.
Result 1.3	An active and self-perpetuating youth leader network creates thematic and interest area connections, discusses shared issues of interest, and publicizes opportunities.
Result 2.1	A cadre of developing and political leaders will meet the profile of a leaders in action, having completed higher education with the motivation, knowledge, and networks to contribute to Guatemala’s development.
Result 2.2	A cadre of emerging and political leaders will have completed higher education with the motivation, knowledge, and networks to contribute to Guatemala’s development. Building the capacity of education institutions to increase and sustain opportunities for marginalized youth – through established systems and practices – will help this priority be maintained long-term.
Result 3.1	Guatemalan programs that provide bridge-building and cross-cultural understanding opportunities will have strengthened programming approaches and models for retreat-style bridge-building camps. A strong committed, and enduring cadre of <i>leaders in action</i> is created to serve as GoG and USAID partners.



Result 3.2	IREX's Social Network Analyses have found that youth leaders are able to create an average of 2-3 durable connections through combined in-person and online networks. Activities under Result 3.2 strengthen connections through supporting joint activities for a 6 to 12-month period.
Result 3.3	Youth continue to create connections and learn to create political agendas and action plans and to follow up on campaign promises and actions.

### **Barriers to sustainability**

The above opportunities to promote sustainability of *Proyecto Acción Transformadora* activities will benefit from a favorable political environment and support from other institutions and supporters. However, there are a number of factors that work against the success and sustainability of these efforts:

**Money/corruption in politics** – The current political system has been largely unable to build lasting and strong party institutions that aggregate interests, bring people together around plans and policies, and mobilize people to elect leaders to put those policies in place. Many feel that current parties largely reflect the interests of powerful people with resources and that most politicians and elected officials are corrupt. Without financial backing, emerging youth leaders may find politics distasteful or dangerous. A primary concern in implementing this project is that leaders developed through the program will be corrupted through bribes or threats and fail to represent the rules and values that are important to serving the people they represent.

**Current political and social context** – The protests that emerged around the 2015 elections when the President and Vice-President and some candidates were charged with corruption involving a customs scandal, and the recent reaction to the president's efforts to oust the head of CICIG, have deepened the level of disgust that many Guatemalans have regarding their leaders. In some municipalities, mayors and local leaders have built greater trust and are seen positively, but often becoming active in politics is not viewed positively. Unless there is some kind of significant change or a galvanizing political figure to spearhead reform, many youth may become discouraged or locked out of the system by those with greater power and resources.

**System instability** – The protests noted above suggest that there is some potential that citizens will rise up to demand significant changes to the political system. Political crisis could provide an opportunity for positive systemic change, but it could also lead to political breakdown that would take all political leaders into unknown territory.

**Exclusion and discrimination** – While the *Proyecto Acción Transformadora* project will reach out to ensure that the full range of Guatemalans are reflected in the training opportunities provided, there are still strong prejudices and barriers that exclude and discriminate against people based on various characteristics. These potential and leaders in action face greater challenges to working within the current system and other leaders face the challenge of greater acceptance and inclusion.

### **Proyecto Acción Transformadora contributions to overcoming barriers to instability**

Some of the barriers identified above are deeply entrenched and will need a significant reform effort to address them along with the resources required to move those reform efforts forward. However, the *Proyecto Acción Transformadora* project can help in the following ways:

**Mobilizing for reform** - Many of these barriers can be addressed by political action or a catalyzing political moment involving new leaders that the *Proyecto Acción Transformadora* project can help mobilize.

**Preparing leaders for the future** - The Proyecto Acción Transformadora project will be able to take some leaders in action to a level of training that may help prepare them to address these issues or take advantage of future reform efforts.

**Reflecting the diversity of Guatemala** – Building a cadre of youth leaders that reflect the full and positive diversity of Guatemala will help broaden representative coalitions of citizens to address these issues.

### **Analysis of the political and social context**

The above outline of barriers to sustainability suggests some significant weaknesses in the Guatemalan political system and the potential beginnings of popular unrest in response. Despite democratically elected civilian governments over the last three decades that have reduced the level of influence of the military, democratic institutions are fragile. Drug trafficking, corruption, and inequitable distribution of resources make political and social development difficult. There is growing concern about a backlash against some judicial reforms, loss of respect for human rights, and lack of due process in the effort to address growing drug trafficking, urban crime and gang activity. Crime and violence have been extremely high in recent years, and some estimate that up to 60% of Guatemalan territory may be under the effective control of drug traffickers. Guatemala citizens report high levels of crime victimization and the homicide rate is high and rising in many parts of the country. The country's fragmented political system, inconsistent political will, and weak judicial and security institutions limit progress in many of these areas. Guatemala is also still divided culturally, economically, and geographically between indigenous and ladino populations and has not been able to develop strong social services to address health and education needs in the country because of limited government resources due to low tax rates, inefficiency, and corruption.

### **Potential Proyecto Acción Transformadora support for institutional capacity improvements to address these issues**

The Proyecto Acción Transformadora is primarily a leadership development program that can build capacity for leaders to work in any of the above areas that need better trained and capable management and guidance. The dynamics around past political corruption and an upcoming election may create possibilities for electoral reform or other significant changes to systems and processes that can make government at various levels more responsive and accountable. Networking among this cadre of new leaders can be a start for broader coalition-building. ELP-trained leaders can also play a catalyzing role in making changes to organizational attitudes and cultures to help ensure that basic sound management practices are in place to create effective political and government institutions. While *Proyecto Acción Transformadora* training will largely be oriented toward preparing youth leaders who can impact the political system in a positive way, higher level training should also include mechanisms for exercising effective and accountable leadership that ensures transparency and best practice in management situations through regular measurement and reporting of outcomes and impacts, internal and outside oversight mechanisms (including regular audits), and appropriate institutional reforms to address any problems or internal corruption identified. We hope to prepare this new generation of leadership to create significantly improved, 21<sup>st</sup> century organizational attitudes and cultures that improve employee satisfaction and lead to increased output and positive impact.

### Introduction

In working with potential and developing leaders, and leaders in action, in different parts of the country, *Proyecto Acción Transformadora* personnel and activities need to be sensitive to the history of conflict in Guatemala, particularly in certain regions, and how project activities may be impacted by dynamics that may have their roots in conflicts of the past and present.

Understanding and tracking the conflict dynamics in which we work will allow us to adapt our activities to minimize potential negative effects on conflict and build upon positive effects. Our focus will be to 1) understand conflict dynamics in context, particularly with respect to inter-group relations; 2) understand how our interventions interact with conflict dynamics in context; and 3) act upon these understandings in order to minimize unintended negative impacts and maximize positive impacts of our activities in the context of conflict. We want to make sure that our project's design and implementation a) does not inadvertently create or exacerbate social conflict; b) factors in the possible impact of existing or potential conflict on staff, implementing partners, beneficiaries, and the activities themselves, c) seek appropriate opportunities to mitigate tensions and sources of conflict; and d) support constructive collaboration between communities in conflict when possible.

In implementing an Integrated Conflict Sensitivity Approach we plan to mainstream the “Do No Harm” (DNH) Framework into project activities that fosters an inclusive, robust community-based process in seven distinct steps: 1) understand the conflict; 2) analyze dividers and tensions; 3) analyze connectors and local capacities for peace; 4) analyze the program; 5) analyze the program's impact on dividers and connectors, using concepts of resource transfers and implicit ethical messages; 6) generate program options; and 7) test program options and learn/redesign. Conflict sensitivity will be the responsibility of the entire program team and will use findings from World Vision's recently published Conflict Sensitivity Meta-Trends Analysis<sup>3</sup> to incorporate those lessons learned. Finally, *Proyecto Acción Transformadora* will support dialogue and problem-solving between and within generational groups.

### Approach

As a starting point for this Integrated Conflict Sensitivity Approach, we have identified the following sources of conflict as areas of current and potential sensitivity:

**Impact of past civil conflict** – The internal civil conflict in Guatemala during the period 1960-1996 affected many rural communities as well as urban areas through massacres, death squad killings, and disappearances often carried out by the state in communities with a majority indigenous population or sympathizers with movements against political leadership at various levels. While more than 20 years have now passed since the 1996 peace accords, many communities are still affected by the undercurrents of the internal conflict and divisions created by ethnicity, power relations, and economic interests are still colored by this conflict and complicate politics in many areas of the country. As *Proyecto Acción Transformadora* activities work to engage and empower youth to play a more active role in politics at local, regional, and national levels, dynamics and power relations set in motion by the internal conflict can have an impact on the political landscape that these youth encounter, and their mobilization and efforts to effect change may trigger some of the fault lines created by years of previous conflict. It will be important to sensitize emerging youth leadership to these

underlying dynamics and build skills in communication, values-based decision-making, and conflict resolution that can help them respond to both the underlying issues that have yet to be fully resolved and the potential for more open conflict with roots in the past.

**Ethnic divides** – The civil conflict often served to aggravate existing ethnic divisions in Guatemalan society that are reflected in language and cultural differences and geographic location. These ethnic divisions create a challenge for leaders in action to contribute to the work of bringing the country together and overcoming stereotypes, geographic challenges, cultural differences, and inequality.

**Economic inequality** – Guatemala has one of the highest rates of income inequality in the world – which can be a potential source of frustration leading to political instability. To the extent that politics, elections, and governmental decisions are seen as determined largely by those who control economic resources, this situation can undermine the legitimacy of democratic decision-making in ways that generate conflict. New leaders can promote a more egalitarian approach to political action, but this can surface reactions from those with significant wealth.

**Traditional vs new structures of political power** – Another source of potential conflict is built into the design of the Proyecto Acción Transformadora project as it works to mobilize youth into leadership positions for the future. As new leaders emerge, they will compete with those who are part of the existing power structure and benefit from the status quo. This can create conflict between those who are part of the “old guard” who have developed their power bases and have resources to protect their positions and privilege. Some of this plays out within families, as well, as a new generation looks for different ways of relating to the political system and incorporates new mechanisms of communication through social media and technological innovation.

**Urban gangs** – The proliferation and growth of youth gangs has created a different kind of conflict situation in many urban and semi-urban areas that has implications for political action and governance and a challenge for leaders in action. These gangs take advantage of situations in poor neighborhoods and operate through threats and violence to demand extortion payments, commit crimes, and undermine legitimate authority and community leadership. These youth-dominated gangs also represent a potential threat to newly emerging youth leadership in legitimate political organizations and government entities and are a source of conflict in marginal communities that experience high rates of poverty and crime.

**Drug trafficking** – Another source of potential conflict and threat to legitimate authorities is the presence of informal organizations involved in the illegal trafficking of drugs through and within Guatemala. Much of their impact comes from the sums of money they have to influence or corrupt political and economic decision-making at various levels, but they also resort to extortion, crime, and violence to achieve their goals. Young leaders in certain geographic areas may have to deal with these issues, particularly as local gangs become increasingly part of drug trafficking networks.

*Proyecto Acción Transformadora* partners providing training to leaders in action will address these potential sources of conflict to sensitize them to these issues and focus on the democratic values and skills that leaders need to deal appropriately in helping to defuse conflict and address the needs of the citizens and communities where they live and work.