

FINAL EVALUATION REPORT

“Empowering Yemeni Youth Towards Peace”

March 9, 2022



This document was prepared by International Advisory, Products and Systems (i-APS).
It was produced for review by UNESCO.

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Activity title	End-of- Project Evaluation Empowering Yemeni Youth Towards Peace
Activity Location	Yemen
Timeframe of the evaluation	October 2021 - March 2022.

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Acronyms

DAC	Development Assistance Committee
ET	Evaluation Team
FGD	Focus Group Discussions
GCC	Gulf Cooperation Council
i-APS	International Advisory, Products, and Systems
KII	Key Informant Interviews
OECD	Organization for Economic Cooperation and Development
PBF	UN Secretary General's Peacebuilding Fund
RNW	Radio Nederland Worldwide
SOW	Scope of Work
TOC	Theory of Change
UN	United Nations
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. Executive Summary

1.1 Introduction

The Peacebuilding Fund (PBF) project "Empowering Yemeni Youth Towards Peace" started in December 2019 and ended on 30 November 2021, following the allocation of a six-month no cost extension. The project's main objective was to make the peacebuilding process in Yemen more inclusive and participatory by strengthening youth engagement through the use of media, communication, and technology. The project targeted and implemented peacebuilding activities with youth between 18 and 30 years old in five governorates across Yemen. The activities implemented during the project period aimed to improve access to information for youth on the peacebuilding process to increase their knowledge and make informed decisions. In addition, the project intended to provide young Yemenis with safe spaces of dialogue, including social media, online surveys, youth debates, and radio programs to voice their needs and opinions with decision-makers and duty bearers. The PBF project paid particular attention to encouraging women to contribute online as they face more challenges accessing and using technology, making it possible to circumvent restrictions or security threats that exist when participating in offline activism or advocacy.

International Advisory, Products and Systems Ltd. (i-APS) was contracted to conduct an end-of-project evaluation on behalf of UNESCO. The purpose of the evaluation was to assess the project's performance and generate lessons and recommendations for UNESCO. The evaluation sought to cover the time/period of the project from October 2021 to March 2022, using established OECD/DAC criteria. The i-APS evaluation team (ET) developed the methodology for the evaluation using a mixed-methods approach, including document reviews, Key Informant Interviews (KIIs), Focus Group Discussions (FGD) with stakeholders partners and participants involve in the project implementation, and quantitative online surveys with beneficiaries. Data was collected using remote data collection strategies during November 2021 (15th to 31st) and in February 2022 (9th to 24th).

1.2 Summary of Findings

The evaluation resulted in the following findings, organized by OECD/DAC criteria.

Relevance The extent to which the objectives of an intervention are consistent with the organization's goals and strategies, beneficiaries' requirements, country needs and global priorities. ([UNESCO, 2007. Evaluation Handbook](#))

Evaluation questions:

- Was the project relevant to the UN's peacebuilding mandate and the SDGs, in particular SDG 16?
- Was the project relevant to the needs and priorities of the target groups/beneficiaries?
- Were they consulted during the design and implementation of the project?
- Did the project's theory of change clearly articulate assumptions about why the project approach is expected to produce the desired change?
- Was the theory of change grounded in evidence?

The project objectives are clearly relevant to the Yemeni youth context to better understand the peacebuilding process and create safe places of dialogue for them. Both quantitative and qualitative data indicate that the project was consistent with the criteria related to relevance. On the basis of KIIs with radio staff, debate partners, FGDs and beneficiary surveys, the project was relevant.

Beneficiary surveys:

- Regarding the browsing experience on the PBF page of Manasati 30, most respondents described the information as either very useful (49 percent) or somewhat useful (43 percent).
- Most respondents ranked their overall experience either as very satisfactory (48 percent) or somewhat satisfactory (43 percent).
- Most respondents (60 percent) found the information provided during the debates very useful, followed by 36 percent who found it somewhat useful.
- All respondents ranked the experience in the debates participation as either very satisfactory (64 percent) or somewhat satisfactory (36 percent).
- Regarding the relevance of the training regarding their future role as facilitators, the majority of respondents (67 percent) indicated that the training was very relevant; the remaining 33 percent was equally split between somewhat relevant, and I don't know.
- Most respondents (83 percent) indicated the topics of the debates were very relevant, while the remaining 17 percent found them somewhat relevant. A respondent explained that the selected topics were very close to the reality youth live in daily.

Efficiency: The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way. ([OECD, Evaluation Criteria](#))

Evaluation questions:

- Have project funds and activities been delivered in a timely manner?
- Were there delays to project implementation? Did these delays create missed opportunities to address time-sensitive peacebuilding opportunities?
- How well did the project team communicate with implementing partners, stakeholders, and project beneficiaries on its progress?
- Overall, did the PBF project provide value for money? Have resources been used efficiently?

Based on qualitative data collected during this evaluation (KIIs), the project was consistent with the criteria related to efficiency.

In particular, the documentary review did not yield relevant results to evaluate the efficiency of the project since the ET did not have access to an established work plan. As a result, the 2021 Annual report refers to an expenditure of 78% of the budget allocated to the project. Additionally, an amount spent of USD 548,170 is mentioned to prepare budgets with a gender perspective, compared to the USD 750,000 allocated.

The evidence from the KIIs with debate trainees, journalists, and radio staff, 'My Solution' participants and partners indicates that trainers were described as very well prepared and professional and the overall training experience was very good or somewhat good.

In relation to the communication with project staff/ management, the respondents described it as either as very good or somewhat good. Regarding delays in training implementation, respondents were divided as some reported delays and others did not.

Based on KIIs with project staff, most project staff interviewed (75 percent) felt that project funds and activities overall were delivered in a timely manner and that they did not result in missed opportunities. In addition, all respondents described the overall use of project resources as very efficient and that the project had good use of human and technical resources.

Effectiveness: The extent to which the intervention’s objectives were achieved, or are expected to be achieved, taking into account their relative importance ([UNESCO, 2007. Evaluation Handbook](#))

Evaluation questions:

- To what extent did the PBF project achieve its intended objectives and contribute to the project’s strategic vision?
- To what extent did the PBF project substantively mainstream a gender and support gender-responsive peacebuilding?
- How appropriate and clear was the PBF project’s targeting strategy in terms of geographic and beneficiary targeting?

The project implemented an impressive number of peacebuilding activities such as debates, Barometer surveys, Information platforms, By-weekly community radio programs developed by youth, Capacity Building activities, and ‘My Solution’ video series, among others. Based on the number of activities implemented and their level of achievement, the project greatly contributed to the criteria set about effectiveness. The ET found of particular interest the production of the project six booklets to convey vital project elements to the peacebuilders at large.

- Project results based on identified indicators were generally achieved or exceeded set targets (Based on the project 2021 Annual Report).
- Some indicators were slightly underachieved. These include: Indicator 1.2.3: The number of content pieces produced by young journalists via the content platform was set to reach 144 pieces; the actual number of pieces produced reached 135. Similarly, for indicator 2.1 a): number of youths who participated in the online surveys, the end of project target was 1,500 per survey, while the actual participation for all six surveys reached 8,216 (average 1,369 participants per survey).
- The ET found that the criteria established to select the governorates was balanced, as it included representation from the main geopolitical areas in the country and considered, as well, access and civil society engagement
- Beneficiary selection considered a wide range of youth, including representation from urban rural areas, youth in the Yemeni diaspora, and youth engaged in the peace-building process in a different capacity.

Sustainability & ownership: The continuation of benefits from an activity after major assistance has been completed ([OECD, Evaluation Criteria](#))

Evaluation questions:

- Did the intervention design include appropriate sustainability and exit strategy?
- How has the project enhanced and contributed to the development of national capacity in order to ensure the suitability of efforts and benefits?

The project contributed to creating national capacity geared towards sustainability and benefits. The “UNPBF project document” dedicates a section to project exit strategy/sustainability and outlines specific initiatives that are sustainable in nature.

Based on the qualitative interviews, the ET found the training initiatives particularly relevant as capacity-building initiatives with a promising long-term impact that do not require additional support. Most of the respondents (75 percent) felt that the project did contribute to the development of national capacity. In contrast, 50 percent of project staff indicated that they were unfamiliar with the project exit/sustainability strategy.

Coherence: The compatibility of the intervention with other interventions in a country, sector or institution. ([OECD, Evaluation Criteria](#))

Evaluation questions:

- To what extent did the PBF project complement work among different entities, especially with other UN actors?
- How were stakeholders involved in the project’s design and implementation?

Project documentation demonstrated complementary work, especially with other United Nations (UN) agencies, concerning the set-up of a Steering Committee and a successful engagement of stakeholders. The Annual Report refers to the successful implementation of three Steering Committee meetings.

Qualitative interviews with debate trainees, radio staff/ journalists, ‘My Solution’ participants and partners found that stakeholder involvement in the project was very good.

Conflict-sensitivity: The project systematically take into account both the positive and negative impacts of interventions, in terms of conflict or peace dynamics, on the contexts in which they are undertaken, and, conversely, the implications of these contexts for the design and implementation of interventions ([OECD, 2008](#))

Evaluation questions:

- Did the PBF project have an explicit approach to conflict-sensitivity?
- Was the project responsible for any unintended negative impacts?
- Was the no-harm principle well respected?

Desk review, FGD, and KIIs confirmed a robust conflict-sensitive lens at the project design and implementation level and applied do no harm principles. Based on the document review, the ET found

that the criteria for selecting governorates include relevance for the peace-building process and areas with an appropriate and safe level of access for civil society organizations. In addition, the Risk Assessment section was developed through a conflict-sensitive lens.

Qualitative and quantitative data collected demonstrates that the do no harm principles were respected during project implementation by ensuring fair participation to initiatives from all sides. Participants were able to apply the principles to their work and the ET team was informed that no complaints about harmful situations were reported through the hotline.

Catalytic: To what extent the program funding support to scale-up other peacebuilding work.

Evaluation questions:

- Was the project financially and/or programmatically catalytic?
- Has PBF funding been used to scale-up other peacebuilding work and/or has it helped to create broader platforms for peacebuilding?

While the annual report does not make specific reference to this aspect, KIIs with project staff showed that as result of the PBF project, partners were able to attract additional funding for related activities, as illustrated in section 4.7.

Gender-responsive/gender-sensitive: How gender issues were implemented as a cross-cutting theme in programming, and if the subject being evaluated gave sufficient attention to promote gender equality and gender-sensitivity ([UNEG Standards for Evaluation, 2005](#))

Evaluation questions:

- Did the project consider the different challenges, opportunities, constraints and capacities of women, men, girls, and boys in project design and implementation?
- Were the commitments made in the project proposal to gender-responsive peacebuilding, particularly with respect to the budget, realized throughout implementation?

While results reported in some indicators reflected ongoing challenges, and expenditures do not reflect what was initially planned, the project did address gender challenges and opportunities systematically.

Qualitative data indicates that the project considered the different challenges, opportunities, constraints and capacities of women and men in Yemen. On the basis of the KIIs, the project ensured the equal participation of women.

While the project allocated USD 750,000 towards ensuring gender equality and women's empowerment throughout project implementation, according to the Annual report, the actual expenditures totalled USD 548,170, or 73 percent of the allocated budget for this specific component. Similarly, with a total budget of USD 1,499,989.77, the overall project implementation rate was 78% .

Innovation: How novel is the project approach, and to what extent the lessons learned can be applied to similar projects elsewhere

Evaluation questions:

- How novel or innovative was the project approach?
- Can lessons be drawn to inform similar approaches elsewhere?

While available desk review did not consider the project's innovative aspects, the FGDs and KIIs provided encouraging considerations. Based on the qualitative data collected, the project is defined as particularly innovative in terms of design, approach, and implementation.

1.3 Summary of Recommendations

The following recommendations are based on the findings of the evaluation and in line with the objectives:

- Continue to monitor the long-term results of the project, and particularly how they relate to the final part of the Theory Of Change (TOC) which is based on the participatory and inclusive approach "for youth by youth."
- Continue to strengthen the gender approach by reflecting on which activities were most successful in terms of women's representation and why.
- Explore the areas such as video content production, including photography, editing and screenwriting, where women were less represented and strengthen women capacity building in those areas.
- Further explore the aspect of incentives and possible implications for the project since some interviewees mentioned compensation in USD (USD 85 to USD 200) to produce parts for the media, or USD 100 to participate in a debate.

2. Introduction and Background

Since the war in Yemen began in 2014, the division of Yemen into areas controlled by different parties has exacerbated the polarization of the media, affecting press freedom and neutrality. This is reflected in the fact that Yemen ranks 169th in the world ranking of press freedom¹. Freedom violations and attacks to independent media and journalists in Yemen are major concerns are constantly documented in the Yemen context². One of the relevant elements that emerged during the peace talks held in Stockholm in 2018 was the lack of participation of young men and women, representing 70% of the population in Yemen, to the peace talks. The ongoing conflict exacerbated a media context that has been notably polarized and manipulated by political agendas, as media outlets continue to be owned by political parties. Furthermore, Yemeni youth do not have access to safe spaces where to express and discuss their ideas. Therefore, the UN Secretary General's Peacebuilding Fund's "Empowering Yemeni Youth Towards Peace" project sought to ensure that the peacebuilding process and key discussions were well explained so young people could understand and could contribute to it. The project started in December 2019 and ended in November 2021. The project's total budget was USD 1,499,989.77. Based on the project document, main recipients were UNESCO and RNW Media. Potential recipients included: Nahdet Shabab (CSO, based in Hudeidah), Basement Foundation (CSO, based in Sana'a), Studies and Economic Media Center (CSO, based in Taiz and Aden), Youth without Borders Organization for Development (CSO based in Taiz), Youth Initiative Foundation (CSO, based in Mukalla), Yemeni Community Radio Network (based in Sana'a with presence

¹ 2021 World Press Freedom Index. Reporters Without Borders. Available at: <https://rsf.org/en/ranking>

² IFJ.Yemen: 112 media freedom violations. 2021 International Federation of Journalists (IFJ).

in Hadhramout, Aden, Hudeydah)

The primary objective of the project **is to make the peacebuilding process more inclusive and participatory by strengthening youth engagement** through the use of media, communication, and technology.

This was done by improving access to information for youth on the peacebuilding process to increase their knowledge and make informed decisions. In parallel, the project intended to provide young Yemenis with safe spaces of dialogue, including social media, online surveys, youth debates, and radio programs to voice their needs and opinions with decision-makers and duty bearers.

The project interventions enabled youth to engage in constructive dialogue and exchange perspectives with other youth across the country, identified ways forward for reconciliation while providing decision-makers and peace brokers with data, discussions, and materials to understand what seventy percent of the population aspire to.

The project is aligned with UNESCO's wider program as endorsed by its 195 Member States at the 39th General Conference in November 2017 and with the UNESCO's 39C/5 program's strategic objective "Promoting freedom of expression, media development, and access to information and knowledge." As such, the project is complementary to the broader Main Line of Action "Fostering freedom of expression online and offline, promoting the safety of journalists, advancing diversity and participation in media, and supporting independent media.

Based on the project document, the project's Theory of Change reads as follows:

If 1) youth are better informed about the ongoing peace negotiations AND 2) are better equipped with skills and knowledge, to contribute to the discussion shaping the peacebuilding efforts AND 3) they are provided with safe platforms of dialogue THEN Yemeni youth will feel empowered to voice and share their aspirations with decision-makers and duty-bearers BECAUSE they will feel a sense of agency, ownership, and participation in the peacebuilding process AND will therefore be more likely to act as a constructive force for positive change in their country by proposing solutions and taking actions in support of the peacebuilding process.

The project target population are Yemeni women and men aged 18-30 years who: use social media platforms, go online to find information, have an interest in politics, civil society, activism, are staff/members of youth led CSOs/NGOs, wish to take part in debates focused on the peacebuilding process, report as journalists on the peacebuilding process, wish to attend trainings on peacebuilding debates facilitation and reporting, are community radio staff, bloggers, influencers.

The project's target governorates included: Hodeidah, Sana'a, Aden, Taiz, Hadramout, as representative of Yemen's main regions.

The project sought to achieve two main outcomes:

Outcome 1: With improved access to information, Yemeni youth better understand the peacebuilding process and their role within this framework

Outputs:

- Support the development of an information platform for youth to find information on the peacebuilding process.
- Developing the skills and capacities of young journalists to provide professional, conflict-sensitive and fact-checked coverage of the peacebuilding process for youth.

- Launching the “My Solution” video series to showcase the success stories of young Yemeni peacebuilders.

Outcome 2: Safe places of dialogue are created to ensure young Yemeni’s priorities for the peacebuilding process are shared with decision-makers and duty bearers

Outputs:

- Launching the “Yemeni Youth Barometer” surveys to inform decision-makers of youth priorities on peacebuilding process.
- Creating opportunities for dialogue among youth and with **decision-makers** through debates.
- Fostering dialogue among youth on the peacebuilding process through community radio programs.
- Enabling Yemeni youth to convey their messages to the international community and decision-makers through strategic outreach initiatives.

3. Evaluation purpose, objectives, and scope

The main purpose of the end-of-project evaluation was to assess the performance (activities, outputs, outcomes) of the project and to generate lessons and recommendations for UNESCO and the PBF to improve planning, implementation, management, monitoring, and evaluation of future similar interventions.

The evaluation followed outlines of United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation, UNEG Guidelines for Integrating Human Rights and Gender Equality in Evaluations, and UNEG Ethical Guidelines for Evaluation.

When conducting this assignment, i-APS adhered to international evaluation principles and standards including objectivity, independence of evaluators, participation of all parties concerned in the entire process, transparency and focus, reliability, completeness, and clarity of reports, fairness, and protection of the interests of all parties involved.

3.1 Evaluation questions

The assessment was performed using the following evaluation criteria, including OECD/DAC criteria, selected, and approved by UNESCO: **Relevance, Efficiency, Effectiveness, Sustainability & Ownership, Coherence, Conflict Sensitivity, Catalytic, Gender Responsive/Gender Sensitive and Innovation.**

The end-of project evaluation was guided by the following OECD/DAC questions:

Table 1. Evaluation questions

Criteria	Evaluation Questions
Relevance	<ul style="list-style-type: none"> ● Was the project relevant to the UN’s peacebuilding mandate and the SDGs, in particular SDG 16? ● Was the project relevant to the needs and priorities of the target groups/beneficiaries? ● Were they consulted during the design and implementation of the project? ● Did the project’s theory of change clearly articulate assumptions about why the project approach is expected to produce the desired change? ● Was the theory of change grounded in evidence?
Efficiency	<ul style="list-style-type: none"> ● Have project funds and activities been delivered in a timely manner? ● Were there delays to project implementation? Did these delays create missed opportunities to address time-sensitive peacebuilding opportunities? ● How well did the project team communicate with implementing partners, stakeholders, and project beneficiaries on its progress? ● Overall, did the PBF project provide value for money? Have resources been used efficiently?
Effectiveness	<ul style="list-style-type: none"> ● To what extent did the PBF project achieve its intended objectives and contribute to the project’s strategic vision? ● To what extent did the PBF project substantively mainstream a gender and support gender-responsive peacebuilding? ● How appropriate and clear was the PBF project’s targeting strategy in terms of geographic and beneficiary targeting?
Sustainability & ownership	<ul style="list-style-type: none"> ● Did the intervention design include appropriate sustainability and exit strategy? ● How has the project enhanced and contributed to the development of national capacity in order to ensure the suitability of efforts and benefits?
Coherence	<ul style="list-style-type: none"> ● To what extent did the PBF project complement work among different entities, especially with other UN actors? ● How were stakeholders involved in the project’s design and implementation? ● Evaluation Questions within specific PBF criteria shall include (questions are indicative and not limited to)
Conflict-sensitivity	<ul style="list-style-type: none"> ● Did the PBF project have an explicit approach to conflict-sensitivity? ● Was the project responsible for any unintended negative impacts? ● Was the no-harm principle well respected?
Catalytic	<ul style="list-style-type: none"> ● Was the project financially and/or programmatically catalytic? ● Has PBF funding been used to scale-up other peacebuilding work and/or has it helped to create broader platforms for peacebuilding?
Gender-responsive/gender-sensitive	<ul style="list-style-type: none"> ● Did the project consider the different challenges, opportunities, constraints and capacities of women, men, girls, and boys in project design and implementation? ● Were the commitments made in the project proposal to gender-responsive peacebuilding, particularly with respect to the budget, realized throughout implementation?
Innovation	<ul style="list-style-type: none"> ● How novel or innovative was the project approach? ● Can lessons be drawn to inform similar approaches elsewhere?

3.2 Evaluation Methodology

The evaluation was carried out for approximately five months (October 2021 to March 2022). However, due to a series of limitations, discussed in more detail in the limitations section of this report, the total and effective time invested in the evaluation was two and a half months. This report addresses the final evaluation objectives in the TOR, as set out in the inception report following the UNEG Quality Checklist for Evaluation Reports and based on the OECD/DAC criteria.

The evaluation included a mixed methods approach designed to answer the evaluation questions, including the different perspectives of respondents and in line with the established objectives with the following activities:

- 1. Desk review:** Review of project documents to understand implementation, challenges, outputs and outcomes.

Activities:

- A. Review of key UNESCO project documents, including Monthly and Quarterly M&E Reports, Theory of Change, Reports for donor, Booklet among others.
 - B. Development of the inception report.
 - C. Tool development.
- 2. Quantitative data collection:** Captured aspects related to the type of services accessed by beneficiaries, logistics, frequency, and preferences. Quantitative data collection was in the form of online surveys targeted beneficiaries in general, and as such, no sampling was needed for the surveys.

Activities:

- A. An online survey targeting youth who participated in the debates (whether in person or on live broadcast) using the Manasati30 platform.
 - B. An online survey targeting Manasati 30 general audience using the Manasati30 platform.
- 3. Qualitative data collection:** Qualitative data focused on gaining a substantial understanding of beneficiaries' and stakeholders' perceptions of the project interventions and recommendations for future programming.

From the contact list provided by UNESCO, the ET selected the interviewees based on their role, location, and gender, ensuring a balanced selection to the extent possible.

Activities

- A. Key informant interviews (KII) with journalists and radio staff, debate trainees, debate partners, program staff, and My Solution Staff.
- B. Focus group discussions (FGD) with radio staff and journalists.

The ET team followed a collaborative and participatory approach to ensure close cooperation with the UNESCO Project Team and other key stakeholders with project responsibility. Interviews were conducted remotely. The timelines for the evaluation can be found in Annex 5.

3.2.1 Desk Review:

The evaluation began with a desk review of relevant documents to allow the ET to assess achievements of the project. The documents also served as references for possible follow-up questions and/or updating of the KII questionnaires and the beneficiary survey developed by the i-APS evaluation team. The key documents reviewed include Monthly M&E reports, Quarterly M&E reports, table of indicators, Project Extension documents, and content of the training among others. A full list of the documents reviewed can be found in Annex 3.

3.2.2 Quantitative data collection

The ET designed two online surveys to capture aspects related to the type of services that beneficiaries accessed, logistics, frequency, and preferences. The surveys were published twice by the Manasati30 team on their platforms. In addition, the surveys were available to the public for 30 days. A total of 134 beneficiaries responded to the online surveys.

Online survey targeting youth who participated in the debates (whether in person or on live broadcast).

Forty-five debate participants were reached, including 55% (25) males and 45% (20) females. 24 of the respondents were from Aden governorate, 13 from Taiz, two from Hadramout and two from Sana'a, and others.

Most participants (14) were in the age range of 27-30 years; 11 participants were between 21-23 years old. The category of 18-20 and 24-26 had the same number of participants each (9). Two persons were over 30 years old (32 and 33) as it is shown in the below charts.

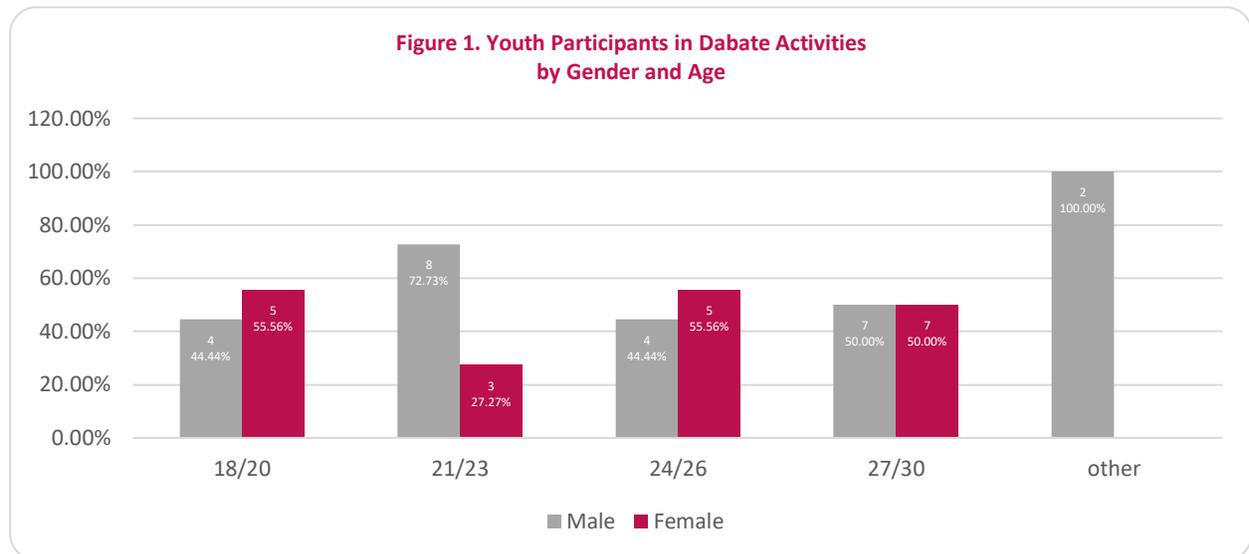
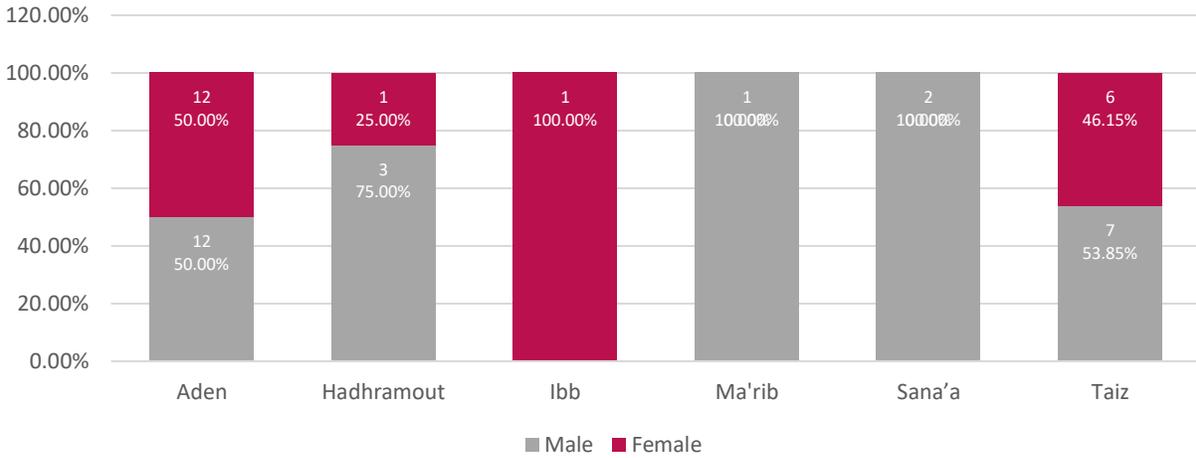


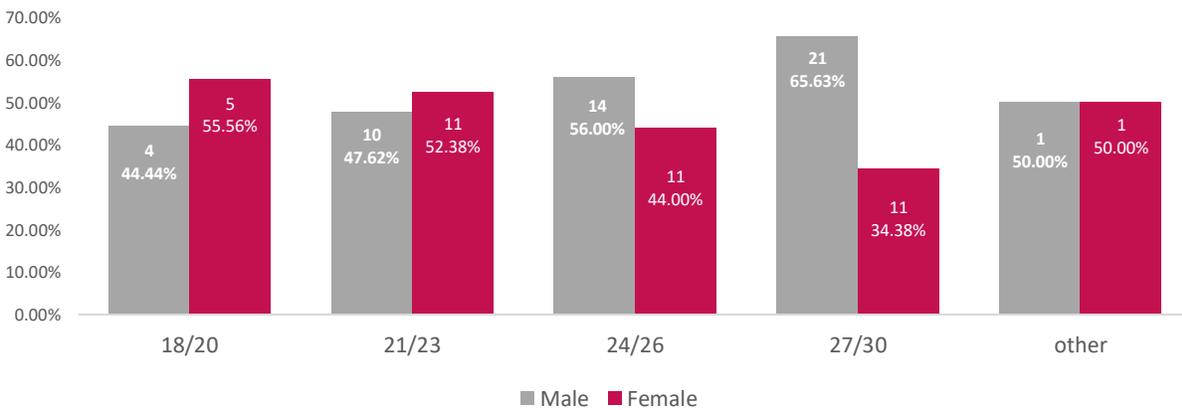
Figure 2. Youth Participants in Debate Activities by Governorate and Gender

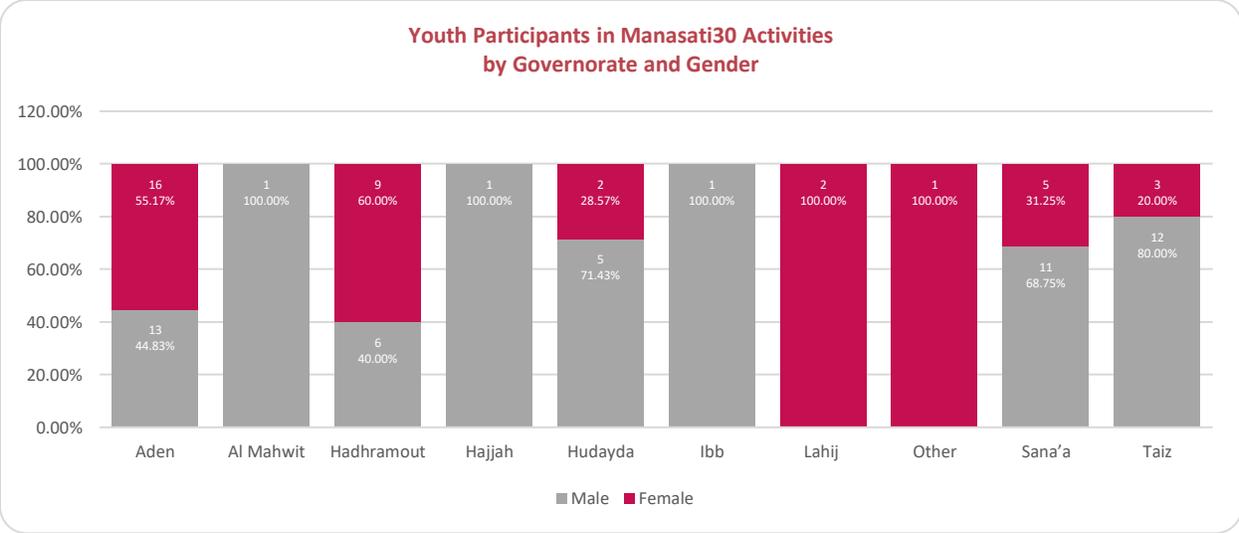


Online survey targeting Manasati30 general audience. During the data collection time, a total of 89 youth that participated in Manasati30 activities through the online survey. The majority (50) of the respondents were males (56%). Most of the respondents (32) were between the age of age range of 27-30. 25 respondents were in the age range of 24-26 and 21 respondents in the 21-23 age category. Nine respondents were between the age range of 18-20 and only two people were not part of these age categories (one age 16 and another age 32).

Regarding governorate distribution, most of the respondents (29) were from Aden; 16 respondents were from Sana'a; equally followed by Taiz and Hadramout (15). Seven respondents were from Hudayda, while the remaining 7 were from other governorates at shown in the below charts.

Figure 3. Youth Participants in Manasati30 Activities by Gender and Age





3.2.3 Qualitative data collection (Key Informants Interviews)

Qualitative data collection captured a substantial understanding of beneficiaries' and stakeholders' perceptions of the project interventions and recommendations for future programming. Debate trainees, debate partners, journalists and radio staff, and 'My solution' participants were selected for interviews to obtain their perspectives on the progress and achievements of the project. There were six debate trainees interviewed; three interviews were conducted with journalists and radio staff; two 'My solution' participants were interviewed as well as two partners. To the extent possible, the ET chose the interviewees based on gender and location and their willingness to be interviewed. One hundred forty-five people were contacted, with 13 completed responses. A complete list of persons interviewed can be found in Annex 2

Table 2. Qualitative Data Collection - KIIs

Role	Gender	Location	Total
Journalist and radio Staff	3 Females	1 in Hadramout 2 in Sana'a	3
Debate Trainees	4 Males 2 Females	3 in Taiz 2 in Aden 1 in Hadramout	6
My Solution Staff	1 Male 1 Female	1 in Taiz 1 in Aden	2
Partners	2 Males	2 in Aden	2
Total	7 Males 6 Females	2 in Hadramout 2 in Sana'a 4 in Taiz 5 in Aden	13

3.2.4 Qualitative data collection (Focus Group Discussion)

During the remote qualitative data collection, the ET contacted journalists, radio staff, debate trainees, and 'My solution' participants to conduct FGDs to gather information on perceptions of the assistance/training received and recommendations for future programming. As a result, the ET contacted 33 people from the above groups inviting them to participate in the one of the four online FGDs. During the data collection period, a trained member of the ET successfully conducted two FGDs, one with two radio staff participants and the other with four journalists, which averaged approximately 58 minutes.

3.2.5 Methodology Limitations

The methodology proposed by the ET was modified during evaluation implementation due to the lack of response from the KII participants due to the strictly remote nature of the evaluation exercise since its design, based on safety and security considerations. Consequently, considering the time constraints faced in finalizing the evaluation, the UNESCO provided assistance with contacting people who had given prior consent to be interviewed, facilitating the planning of the interviews. Similarly, the qualitative data collection with FGDs was affected because potential participants contacted never replied to the ET invite.

3.2.6. Quality Assurance

i-APS implemented quality control measures to ensure a high level of data collection and interviewer performance. In addition, the ET team members were trained in data collection principles, methods and interview protocols to conduct the surveys to ensure data and information quality. i-APS assessed data for a number of quality dimensions, including assessing data for completeness, consistency, and uniqueness.

4. Findings

4.1 Relevance

The extent to which the objectives of an intervention are consistent with the organization's goals and strategies, beneficiaries' requirements, country needs and global priorities. ([UNESCO, 2007. Evaluation Handbook](#))

- Was the project relevant to the UN's peacebuilding mandate and the SDGs, in particular SDG 16?
- Was the project relevant to the needs and priorities of the target groups/beneficiaries?
- Were they consulted during the design and implementation of the project?
- Did the project's theory of change clearly articulate assumptions about why the project approach is expected to produce the desired change?
- Was the theory of change grounded in evidence?

In order to address this particular aspect of the project, the ET relied on the beneficiary debates survey and Manasati 30 beneficiary survey for quantitative data. Qualitative data were garnered through desk

review, FGDs, and KIIs with project staff, debates trainees, journalists and radio staff, 'My solution' participants, and partners.

- Was the project relevant to the UN's peacebuilding mandate and the SDGs, in particular SDG 16?
- Were they consulted during the design and implementation of the project?

SDG 16 is to 'Promote just, peaceful and inclusive societies'. Adherence to SDG 16 is clearly stated in the 'UNPBF Project Document'. In fact, the project stems from a series of initiatives implemented by UNESCO during the events that resulted in the 'Stockholm Agreement, in December 2018. Specifically, 'in December 2018, UNESCO set up a newsroom during the peace negotiations in Sweden to support young Yemeni journalists in providing balanced coverage of the negotiations to audiences back home. The newsroom was a success, with more than 5,000 people in Yemen following the page within a week and 80,000 views of the content produced within a month' (from UNPBF Project Document). Further consultations with journalists to follow-up on the initiative led to the organization, in September 2019, of a 'consultation meeting between the UN Special Envoy for Yemen and a group of young Yemeni journalists, film-makers, and photographers from across the country, including Taiz, Aden, Hudeydah, Hadramout, Socotra, Ibb, Mareb and Sana'a. The discussion enabled an open and critical dialogue on the status of the peacebuilding process. By being given direct access to the Special Envoy, the youth felt empowered to convey their aspirations and solutions and share their frustration about their marginalization from the peacebuilding process. In response, the Special Envoy acknowledged that one of their goals was to reinforce its engagement with youth and that this would be one of their priorities in the coming months, starting with this type of consultation meeting (from UNPBF project document).

- Was the project relevant to the needs and priorities of the target groups/beneficiaries?

When asked about the project's relevance regarding SDG goals and beneficiaries' needs, on a scale of very relevant, somewhat relevant, not relevant, I don't know, all project staff respondents identified the project as very relevant. A respondent confirmed the above initiatives, including the newsroom and consultations with youth, as the basis for the project.

In general, FGD participants agreed that the project was relevant to the needs and priorities of the target groups. A participant commented: *'We have hosted many young people, especially human rights defenders, activists, journalists, and media professionals. We have tried to discuss many issues that Yemeni youth are interested in, such as issues of youth, women, and children, and people are now asking us to present the third season.'* Another reiterated: *'... we are continuing with the program even after the end of the project. For me, I prepared and presented three episodes after the end of the project.'* At the same time, some FGD participants felt that the project did not result in fundamental changes: *'Yemeni youth need projects that make a difference on the ground'*.

When asked whether they would have done anything differently regarding project design/implementation, while all project staff respondents answered negatively, some commented on the challenges posed by the COVID 19 pandemic, which resulted in a change of implementation strategy, from on-line and field-based, to fully online. A respondent commented that fully online implementation could have been considered as a strategy from project inception, due to a challenging security/operational environment. A respondent would have preferred an overall extended time frame.

The majority (51 percent) of the respondents who participated in the PBF page Manasati 30 beneficiaries survey spent less than one hour per week browsing the platform (options ranged from less than one hour

to more than ten hours); 35 percent spent between one and three hours; seven percent spent between four and six hours; six percent spent between seven and ten hours and two percent spent more than ten hours. On a multiple-choice question related to the platform's activities (survey, debates, my solution, articles, reports, cartoons, quiz/games) accessed on a regular basis, 58 percent of participants opted for 'My solution', followed by 'Surveys' (55 percent), 'Reports' (45 percent), 'Articles' (39 percent), 'Debates' (30 percent), 'Cartoons' (28 percent) and 'Quiz/games' (16 percent). The below table illustrates respondents access preferences disaggregated by gender.

Activity that you access most often

Total	Surveys	Debates	My solution	Articles	Reports	Cartoon	Quiz/games
39	38.46%	28.21%	51.28%	41.03%	30.77%	43.59%	17.95%
50	68.00%	32.00%	64.00%	38.00%	56.00%	16.00%	14.00%
89	55.06%	30.34%	58.43%	39.33%	44.94%	28.09%	15.73%

Interestingly, while there were negligible differences between male and female respondents' percentages in regards to Debates, Articles and Quiz/games, relevant differences were recorded for male and female respondents opting for Surveys, My solution, Reports and Cartoons.

In some instances, respondents' answers differed significantly in the most represented governorates. As an example, only 20 percent of respondents from Hadramout opted to access Surveys on a regular basis, against the 75 percent respondents from Sana'a, 66 percent from Aden and 47 percent from Taiz.

The above options were confirmed, albeit with slightly different percentages, when asked to indicate the most useful activity and, with reversed percentages, the least useful activity, as illustrated in the below tables.

Most useful activity

Total	Surveys	Debates	My solution	Articles	Reports	Cartoon	Quiz/games
39	35.90%	30.77%	41.03%	43.59%	33.33%	43.59%	12.82%
50	60.00%	52.00%	70.00%	38.00%	54.00%	32.00%	6.00%
89	49.44%	42.70%	57.30%	40.45%	44.94%	37.08%	8.99%

In this case, differences between male and female respondents were negligible in regards to Articles, Cartoons and Quiz/games; while they were relevant for My solution, Surveys, Debates and Reports.

In some instances, respondents' answers differed significantly in the most represented governorates. As an example, only seven percent of respondents from Hadramout found Surveys as a most useful activity, against 69 percent from Sana'a, 55 percent from Aden and 40 percent from Taiz. Similarly, 25 percent of respondents from Sana'a indicated Debates as a most useful activity, against the 59 percent from Aden, 33 percent from Hadramout and 40 percent from Taiz.

Least useful activity

Total	Surveys	Debates	My solution	Articles	Reports	Cartoon	Quiz/games
39	10.26%	15.38%	2.56%	23.08%	23.08%	17.95%	43.59%
50	12.00%	14.00%	10.00%	20.00%	4.00%	30.00%	52.00%
89	11.24%	14.61%	6.74%	21.35%	12.36%	24.72%	48.31%

Differences between male and female respondents were negligible in regards to Surveys, Debates, My solution, Articles and Quiz/games; while they were relevant in regards to Reports and Cartoons.

In some instances, respondents' answers differed significantly in the most represented governorates. As an example, only 6 percent of respondents from Sana'a indicated Cartoons as a least useful activity, against 33 percent from Hadramout, 28 percent from Aden and 27 percent from Taiz.

Respondents were asked to describe the information provided by the PBF page of Manasati 30 platform, on a scale of: very useful, somewhat useful, not useful, I don't know. Most respondents described the information either as very useful (49 percent) or somewhat useful (43 percent). Only 1 percent described it as not useful. There were no substantial differences in percentages between male and female respondents. In some instances, respondents' answers differed significantly in the most represented governorates. As an example, 27 percent of respondents from Hadramout found the PBF page of Manasati 30 as very useful, against 69 percent from Sana'a, 47 percent from Taiz and 45 percent from Aden.

Similarly, respondents were asked to describe their browsing experience on the PBF page of Manasati 30, on a scale of: very easy, somewhat easy, not easy, I don't know. Most respondents described it either as very easy (49 percent) or somewhat easy (45 percent). Only 3 percent found their browsing experience not easy. There were no substantial differences in percentages between male and female respondents. In some instances, respondents' answers differed significantly in the most represented governorates. As an example, 69 percent of respondents from Sana'a described their experience as very easy, against 47 percent from Taiz, 45 percent from Aden and 40 percent from Hadramout.

Finally, respondents were asked to rank their overall experience with the PBF page on Manasati 30, on a scale of: very satisfactory, somewhat satisfactory, not satisfactory, I don't know. Most respondents ranked their overall experience either as very satisfactory (48 percent; 54 percent of the male respondents and 41 percent of the female respondents) or somewhat satisfactory (43 percent; 36 percent of the male respondents and 51 percent of the female respondents). Only five percent of respondents ranked it as non-satisfactory. In some instances, respondents' answers differed significantly in the most represented governorates. As an example, 34 percent of respondents from Aden ranked their overall experience as very satisfactory, against 63 percent from Sana'a, 53 percent from Hadramout and 47 percent from Taiz.

Most respondents to the above survey were males (56 percent); 36 percent of them were 27-30 years old; female participants were 44 percent, equally distributed between the age range of 21-23 y.o., 24-26 y.o. and 27-30 y.o. Only 10 percent of respondents were 18-20 y.o.

As for the respondents' location (at governorate level), the majority (33 percent) were from Aden, followed by Sana'a (18 percent), Taiz and Hadramout (17 percent) and Hodeidah (8 percent). Participants to the survey from other governorates, such as Mahweet, Hajjah, Lahj, Ibb, other, were between 1 and 2 percent.

The ET considered, as well, as part of the relevance component of the evaluation, the results from the Manasati 30 Debates participants survey. Four debates took place:

- a. The role of art in peacebuilding process
- b. The Shape of state must be determined through public referendum
- c. Youth inclusion in negotiations as a condition for the success of the peacebuilding process in Yemen
- d. Youth inclusion in decision-making and negotiations and the success of the peacebuilding process

Most respondents (62 percent) participated more than one debate. On a multiple-choice question about which of the debates they attended, most respondents (62 percent) opted for debate "c"; the remaining three debates were attended by a percentage of participants between 33 percent and 37 percent. Most participants (57 percent) found debate "d" as the most useful debate, followed by 46 percent of participants, who opted for debate "c". Twenty five percent of respondents found most useful debate "a" and only four percent of respondents found most useful debate "b". While 67 percent of male participants opted for debate "d" as most useful, the majority of female participants were equally split (46 percent) between debate "d" and debate "c".

Slightly in contrast with the above, when asked which debate, they found least useful (multiple choice question), most respondents (50 percent) opted for debate "a", followed by 39 percent who opted for debate "c". Only 11 percent and seven percent of respondents opted, respectively, for debate "d" and debate "b" as least useful. While the majority (62 percent) of female participants found debate "a" as least useful, a slim majority (47 percent) of male participants found debate "c" least useful, against 40 percent who opted for debate "a".

Respondents were asked to describe the information provided during the debates, on a scale of very useful, somewhat useful, not useful, I don't know. Most respondents (60 percent) found the information very useful, followed by 36 percent who found it somewhat useful. Only two percent of respondents found the information not useful. Responses in this regard were consistent between male and female participants.

When asked to describe the level of facilitation provided in the debates, on a scale of very good, good, not good, I don't know, all participants described it either as very good (73 percent) or good (27 percent). Responses in this regard were consistent between male and female participants.

Respondents were asked to describe access to the platform during the debate, on a scale of very easy, somewhat easy, not easy, I don't know. The majority (38 percent) described it as somewhat easy, while the same percentage of respondents (29 percent) found it very easy and not easy. Responses in this regard were consistent between male and female participants.

In case of participation to the debates offline, respondents were asked to rank the overall debates logistics. On a scale of very well, well, poorly, I don't know, the majority (56 percent) of respondents described the logistics as very well organized, followed by 38 percent who described it as well organized. Only 4 percent described the logistics as poorly organized. Responses in this regard were consistent between male and female participants.

As all respondents responded to both questions, about participating debates off line and on line, it appears that all respondents participated debates both off line and on line.

Finally, respondents were asked to rank their overall experience in the debate participation, on a scale of: very satisfactory, somewhat satisfactory, not satisfactory, I don't know. All respondents ranked the experience as either very satisfactory (64 percent) or somewhat satisfactory (36 percent). While the majority (80 percent) of female respondents ranked the experience as very satisfactory and 20 percent ranked it as somewhat satisfactory, male respondents were more evenly distributed between the two options, with 52 percent opting for very satisfactory and 48 percent opting for somewhat satisfactory.

As most participants to the survey were from Aden, the survey did not yield relevant findings in regards to location.

Respondents for this survey were basically equally split in regards of age group and sex, albeit with negligible differences. Regarding location at governorate level, Aden and Taiz governorates were represented by most respondents (82 percent, including 12 participants from Aden and six from Taiz); other governorates represented were Hadramout, Sana'a, Ibb and Mareb.

The ET conducted six KIIs with debates trainees. Respondents were asked about the dates of the debates training and referred to the following dates, in 2021: March 8, June 27, July 15, August 7 and 15 and October 10.

Six respondents indicated that the training was in person and the same six respondents indicated that the training was online; it appears that all participants attended the training both in person and on line.

Respondents were asked about relevance of the training regarding their future role as facilitators. On a scale of very relevant, somewhat relevant, not relevant, I don't know, the majority of respondents (67 percent) indicated that the training was very relevant; the remaining 33 percent was equally split between somewhat relevant and I don't know. A respondent explained that training topics included body language techniques and how to use them in debates, in addition to relevant information about UN frameworks on youth. Using the same scale, respondents were asked about the relevance of the debate topics to the needs of participants. Most respondents (83 percent) indicated they were very relevant, while the remaining 17 percent found them somewhat relevant. A respondent explained that the selected topics were very close to the reality youth live daily. Of the debate trainees, 67 percent were males and 33 percent were female; their age was between 21 and 30 years old.

The ET conducted three KIIs with radio staff. Respondents indicated the following as training dates: January 26, July 3 and December 7. All respondents indicated that the training was online and none of them encountered difficulties with accessing the training link. On a scale of very relevant, somewhat relevant, not relevant, I don't know, all respondents found the training as very relevant. Respondents explained that training topics were very relevant because they reflected the reality on the ground. Using the same scale, respondents were asked about the relevance of the topics regarding the needs of the audience. Most respondents indicated that the topics were very relevant. They explained that the training topics reflected how Yemeni youth has been affected by the conflict and which initiatives towards peace building have been taking place so far, initiated by Yemeni youth. All three respondents were female, aged between 24 and 30 years old, from Sana'a and Hadramout governorates.

The ET interviewed two partners, both males, from Aden governorate. On a scale of very relevant, somewhat relevant, not relevant, I don't know, both respondents indicated that the PBF project was very relevant to the needs of target beneficiaries. A respondent commented that Yemeni youth need to have access to impartial information, as parties to the conflict influence the media to provide biased information and fuel the conflict. The other respondent said that young people need a space to make themselves heard, especially by decision makers.

- Did the project’s theory of change clearly articulate assumptions about why the project approach is expected to produce the desired change?
- Was the theory of change grounded in evidence?

The “UNPFB project document” outlines the Theory Of Change (TOC) as follows, and based on a participatory and inclusive approach “for youth by youth”:

If 1) youth are better informed about the ongoing peace negotiations AND 2) are better equipped with skills and knowledge, to contribute to the discussion shaping the peacebuilding efforts AND 3) they are provided with safe platforms of dialogue THEN Yemeni youth will feel empowered to voice and share their aspirations with decision-makers and duty-bearers BECAUSE they will feel a sense of agency, ownership, and participation in the peacebuilding process AND will therefore be more likely to act as a constructive force for positive change in their country by proposing solutions and taking actions in support of the peacebuilding process.

All four-project staff KII respondents were familiar with the TOC; on a scale of: very articulate, somewhat articulate, not articulate, I don’t know, they all described the TOC as very articulate. When asked whether they felt the TOC was grounded on evidence they all responded affirmatively. Two respondents confirmed that the TOC was developed based on previous consultations with stakeholders; a respondent commented that it could have probably been revised during project implementation. A respondent provided an indirect, yet relevant point of view: *‘By talking extensively about peacebuilding, peacebuilding became attainable, and people became more involved. Most of the peacebuilding dialogue is taking place out of Yemen. Through PBF it actually took place in Yemen’.*

4.2 Efficiency

The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way. ([OECD, Evaluation Criteria](#))

- Have project funds and activities been delivered in a timely manner?
- Were there delays to project implementation? Did these delays create missed opportunities to address time-sensitive peacebuilding opportunities?
- How well did the project team communicate with implementing partners, stakeholders, and project beneficiaries on its progress?
- Overall, did the PBF project provide value for money? Have resources been used efficiently?

The ET addressed this aspect of the project through analysis of project progress reports, FGDs, KIIs with project staff, debates trainees, journalists and radio staff, ‘My solution’ participants and partners.

- Have project funds and activities been delivered in a timely manner?

The **desk review** did not yield particularly relevant results, as the ET did not have access to the updated work plan. The 2021 Annual report refers to an expenditure of 78 percent of the allocated budget and an expended amount of USD 548,170 for Gender Responsive Budgeting, against the allocated USD 750,000.

Most project staff interviewed (75 percent) felt that project funds and activities overall were delivered in a timely manner and that they did not result in missed opportunities.

- Were there delays to project implementation? Did these delays create missed opportunities to address time-sensitive peacebuilding opportunities?

Debate training respondents were split in half, each reporting no delays or delays. None of the radio staff/journalists respondents experienced delays with the implementation of the training. The two respondents from ‘**My solution**’ were equally split when referring to delayed implementation. The respondent who answered positively explained that some delays were, in a way, expected, given the operating context. The respondent mentioned slight delays with implementation plans and payments to participants. **Partners** respondents did not experience any delays in the implementation of the project activities. A comment was made by a project staff in reference to the pandemic resulting in the re-scheduling of all activities, to be implemented online. About the missed opportunity the respondent referred to related to the merging of two debates for security reasons, which hindered the participation of all intended participants, as originally planned.

- How well did the project team communicate with implementing partners, stakeholders, and project beneficiaries on its progress?

FGD participants described the communication with project staff/management as excellent; they commented that project staff was always available and provided support efficiently throughout the project. When asked to describe communication with project staff/ management, on a scale of very good, somewhat good, not good, I don’t know, all debate training respondents described it either as very good (67 percent) or somewhat good (33 percent). A respondent said: *‘The project management on the internal level has provided a great performance both in communicating with the audience or the trainees, as well as among the members of the project team through continuous meetings and continuous updates via email’*. Conversely, another respondent commented: *‘On many occasions we do not receive a response to our proposals’*. On the same scale, all radio staff/journalists respondents described communication either as very good (67 percent) or somewhat good (33 percent). Respondents generally commented positively on the project staff helpfulness and commitment. A respondent commented on the general impoverishment of communication as result of the remote implementation of the training. All project staff respondents described the communication with stakeholders, partners, and beneficiaries as very good. My Solution respondents described the communication with project staff/management either as very good or somewhat good. A respondent said: *‘There was a glitch and weakness in the Internet service, which led to frequent interruptions in the service, which led to the lack of good training. Therefore, we prefer on-site training to avoid such mistakes’*. The follow-up to the activities was not enough to cover all the activities, so the program staff tended to summarize the topics and thus make them less clear to the participants. Both partners respondents described the communication with project staff/ management as very good. A respondent explained that project staff was in constant contact and responded promptly to all inquiries.

- Overall, did the PBF project provide value for money? Have resources been used efficiently?

Debates trainees answered several semi-structured questions related to efficiency that were based on their experience as trainee and debate facilitator. On a scale of very well prepared and professional, somewhat prepared, and professional, not prepared/professional, I don’t know; all respondents described the trainers as very well prepared and professional (33 percent) and somewhat prepared and professional

(67 percent). Respondents generally described the trainers as experienced, skilled and the training material interesting; a respondent referred to feeling 'uncomfortable' during the body language section of the training and another respondent commented that the trainers were not particularly knowledgeable of the challenges faced by the youth.

All respondents had access to the debate tool kit and, on a scale of very useful, somewhat useful, not useful, or I don't know, described it either as very useful or somewhat useful on an equally split percentage. When asked to describe their overall training experience, on a scale of very good, somewhat good, not good, or I don't know, the majority of respondents (50 percent) described it as very good; 33 percent described it as somewhat good and quite a few of them (17 percent) did not know.

Regarding their experience as debate facilitators, most respondents (67 percent) facilitated the debate on 'Youth inclusion in negotiations as a condition for the success of peacebuilding process in Yemen'. Seventeen percent of the respondents facilitated the 'Youth inclusion in decision-making and negotiations and the success of peacebuilding process' debate and the 'The Shape of state must be determined through public referendum'. When asked to describe the level of information provided in the debates, on a scale of very useful, somewhat useful, not useful, or I don't know, all respondents described it either as very useful (67 percent) or somewhat useful (33 percent). Based on the responses, it appears that all respondents facilitated debates online and offline. Of those who facilitated the debates online, on a scale of very easy, easy, not easy, or I don't know, the majority (67 percent) did not know how to describe access to the platform. The remaining 33 percent of respondents provided equally split responses (very easy and easy). Respondents who facilitated debates offline described the organization from a logistics point of view. On a scale of: Very well, well, not well, or I don't know, the majority of respondents chose the 'very well' option; 33 percent chose the 'well' option and 17 percent did not know. Respondents were asked to describe their overall experience as debate facilitators. On a scale of very satisfactory, satisfactory, not satisfactory, I don't know, or not applicable, the majority of respondents (67 percent) described it as satisfactory; while 17 percent of respondents described it either as very satisfactory or not applicable. A respondent explained: *'Through the debate activity, I was able to discuss a very important topic for young people in the presence of decision-makers, which motivates me to continue working in this field. What sparked my enthusiasm was also that decision-makers attract the people participating in the debate to work within their government staff and make it easier for them to work in the government sector as a result of the high capabilities they saw among the debating youth'*.

Journalists and radio staff answered several semi-structured questions related to efficiency that were based on their experience as trainee and their specific job. On a scale of very well prepared and professional, somewhat prepared and professional, not prepared/professional, or I don't know, all respondents described the trainers as very well prepared and professional (67 percent) and somewhat prepared and professional (33 percent). Respondents generally explained that trainers were very knowledgeable and provided useful tips and examples from their personal experience. When asked to describe their overall training experience, on a scale of very good, somewhat good, not good, or I don't know, all respondents described it as very good. A respondent commented: *'In terms of the importance of the topics, skills and information that I learned during the training and their implementation on the ground, which contributed to building my capacities as a journalist and activist in the field peacebuilding'*.

Respondents answered some questions about their activity following the training in terms of pieces produced and audience feedback. On a scale of more than six, 4-6, 1-3, none, most respondents (67 percent) opted for the 'more than six' choice, while the remaining 33 percent opted for the 4-6 choice. All respondents had audience feedback and, on a scale of very positive, somewhat positive, not positive, I don't know, all respondents described it as very positive.

Both My solution respondents received support to realize their piece, which consisted in access to technology, information, and tools. Both respondents had audience feedback and, on a scale of very positive, somewhat positive, not positive, or I don't know, all respondents described it as very positive.

On a scale of very efficient, somewhat efficient, not efficient, or I don't know, all project staff respondents described the overall use of project resources as very efficient. Respondents generally referred to good use of human and technical resources; a respondent referred to budget underspending, saying that the budget was probably overestimated at project proposal level.

4.3 Effectiveness

The extent to which the intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance ([UNESCO, 2007. Evaluation Handbook](#))

- To what extent did the PBF project achieve its intended objectives and contribute to the project's strategic vision?
- To what extent did the PBF project substantively mainstream a gender and support gender-responsive peacebuilding?
- How appropriate and clear was the PBF project's targeting strategy in terms of geographic and beneficiary targeting?

The ET approached this aspect through the desk review.

- To what extent did the PBF project achieve its intended objectives and contribute to the project's strategic vision?

The "UNPBF project document" refers to objectives as follows:

- 'The primary objective of this project is to make peacebuilding process more inclusive and participatory by strengthening youth engagement through the use of media, communication and technology. This will be done by improving access to information for youth on peacebuilding process so they can increase their knowledge and make informed decisions. In parallel, the project will provide young Yemenis with safe spaces of dialogue, including social media, online surveys, youth debates and radio programmes to voice their needs and opinions with decision-makers and duty bearers.'
- 'Similarly, this project will aim to ensure youth feel included and consulted on the future of the country as partners in change, rather than beneficiaries' peacebuilding interventions. This is why the proposed project will support the development of safe spaces of dialogue led by youth and for youth using multiple tools and methodologies including debates, surveys, consultation workshops and participatory media programs.

The project will therefore seek to contribute to the following key outcomes:

'Outcome 1: With improved access to information, Yemeni youth better understand the peacebuilding process and their role within this framework;

- Support the development an information platform for youth to find information on the peacebuilding process;

- Developing the skills and capacities of young journalists to provide professional, conflict sensitive and fact-checked coverage of the peacebuilding process for youth;
- Launching the “My Solution” video series to showcase success stories of young Yemeni peacebuilders’

‘Outcome 2: Safe places of dialogue are created to ensure young Yemeni’s priorities for the peacebuilding process are shared with decision makers and duty bearers;

- Launching the “Yemeni Youth Barometer” surveys to inform decision-makers of youth priorities on peacebuilding process;
- Creating opportunities for dialogue among youth and with decision-makers through debates;
- Fostering dialogue among youth on peacebuilding process through community radio programmes.
- Enabling Yemeni youth to convey their messages to the international community and decision-makers through strategic outreach initiatives.

Based on the project 2021 Annual Report, project results based on identified performance indicators were generally achieved, or exceeded set targets. As an example, a successful achievement relates to indicator 1.3.2: Number of views for all My solution videos produced. The set target for this indicator was 50,000 views; the actual views reached nearly 445,500. Similarly, target for indicator 1.1.4: number of views of multimedia content produced was set at 50,000; the actual views reached 65,000.

A couple of indicators were slightly underachieved. These include: Indicator 1.2.3: Number of content pieces produced by young journalists via the content platform was set to reach 144 pieces; the actual number of pieces produced reached 135. Similarly, for indicator 2.1 a): number of youths who participate in the online surveys, the end of project target was 1,500 per survey; the actual participation for all six surveys reached 8,216 (average 1,369 participants per survey).

- To what extent did the PBF project substantively mainstream a gender and support gender-responsive peacebuilding?

For the purpose of consistency, the ET opted to address this question in the Gender-responsive, Gender-sensitive dedicated section.

- How appropriate and clear was the PBF project’s targeting strategy in terms of geographic and beneficiary targeting?

From the point of view of area selection, the ET found that criteria established to select the governorates was balanced, as it included representation from the main geo-political areas in the country and considered, as well, access and civil society engagement. Similarly, beneficiary selection took into consideration a wide range of youth, including representation from urban, rural areas, youth in the Yemeni diaspora, and youth engaged in the peace building process in different capacity.

The project implemented an impressive number of activities. Based on the number of activities implemented and their level of achievement, the project contributed to a great extent to criteria related to effectiveness. The ET found of particular interest the production of six booklets to convey project key elements to the peacebuilders at large since it brings the youth's voice to peacebuilders at large.

4.4 Sustainability & ownership

The continuation of benefits from an activity after major assistance has been completed ([OECD, Evaluation Criteria](#))

- Did the intervention design include an appropriate sustainability and exit strategy?
- How has the project enhanced and contributed to the development of national capacity in order to ensure suitability of efforts and benefits?

The ET approached this aspect through desk review and KIIs with partners and project staff.

- Did the intervention design include an appropriate sustainability and exit strategy?

The project document dedicate a section to project exit strategy/sustainability and outlines specific initiatives that are sustainable in nature. As an example, the project is set to be an integral component of UNESCO strategy in Yemen; similarly, CSOs and NGOs will be involved at the planning and implementation phase of project activities, in order to provide knowledge transfer. Conversely, information about exit strategy/sustainability initiatives were not available from the Annual Report and/or quarterly reports. Fifty percent of the project staff was familiar with the project exit strategy/sustainability strategy.

- How has the project enhanced and contributed to the development of national capacity in order to ensure suitability of efforts and benefits?

Most project staff respondents (75 percent) felt that the project did contribute to the development of national capacity. A respondent commented: *'Beside the capacity building, one of the project's strengths is the amount of knowledge produced that can be used for further initiatives'*. Another respondent referred to the achievement of independent status reached by Manasati 30, in addition to additional funding received by different donors; additional funding was received, as well, by 'My solution actors.

Based on the project results, the project contributed to the creation of national capacity geared towards sustainability of efforts and benefits. Specifically, the ET found of relevance the following training initiatives, as capacity building initiatives with promising long-term impact that do not require additional support. As an example, the initial training of 10 journalists/radio staff training (indicator 1.2.1) resulted in the training of additional 60 journalists (indicator 1.2.2, b). The training of 10 community radio journalists (indicator 2.3.1) resulted in 140 radio programs produced (indicator 2.3.2).

4.5 Coherence

The compatibility of the intervention with other interventions in a country, sector or institution. ([OECD, Evaluation Criteria](#))

- To what extent did the PBF project complement work among different entities, especially with other UN actors?
- How were stakeholders involved in the project's design and implementation?

The ET addressed this aspect through desk review and KII with debate trainees, journalists/radio staff, My solution actors, partners and project staff.

- To what extent did the PBF project complement work among different entities, especially with other UN actors?

The project document addresses complementary work, especially with other UN agencies, with reference to the set-up of a Steering Committee. The Annual Report refers to the successful implementation of three Steering Committee meetings. From the review of the steering committee meetings, participants other than UNESCO and PBF partners included representatives from the Office of the Special Envoy. On a scale of great, satisfactory, none, or I don't know, three out of four respondents described the complementary work with other UN Agencies as satisfactory.

- How were stakeholders involved in the project's design and implementation?

Similarly, the project document reports on the successful engagement of stakeholders (journalists, youth) to the events that led to the project design and implementation. The ET considers this and the set-up of the Steering Committee as examples, albeit indirect, of stakeholders' involvement in the project design and implementation.

On a scale of very good, somewhat good, not good, or I don't know, the majority (83 percent) of debate trainees described their involvement in the debates implementation as very good, while 17 percent did not know. On the same scale, all interviewed radio staff/journalists described their involvement as very good (67 percent) or somewhat good (33 percent). A respondent commented: *'I would describe it as excellent, because I was able to make an impact on people, even if it was simple. The audience's interaction and praising the topics of the episodes and the selected guests were a very strong motivator for me'*. The two 'My solution' participants described their involvement as very good and somewhat good, while both partners interviewed described it as very good. Three out of four of the project staff described the stakeholders' involvement as very good.

4.6 Conflict-sensitivity

The project systematically take into account both the positive and negative impacts of interventions, in terms of conflict or peace dynamics, on the contexts in which they are undertaken, and, conversely, the implications of these contexts for the design and implementation of interventions ([OECD, 2008](#))

- Did the PBF project have an explicit approach to conflict-sensitivity?
- Was the project responsible for any unintended negative impacts?
- Was the no-harm principle well respected?

The ET addressed this aspect through the desk review, FGDs, and KIIs with debates trainees, journalists/radio staff, My solution participants, partners and project staff.

- Did the PBF project have an explicit approach to conflict-sensitivity?

While the "UNPBF project document" does not make specific reference to a project conflict sensitive lens, the project was designed taking into consideration the conflict sensitive dimension. As an example, the

criteria for the selection of governorates include relevance for the peace building process and areas with appropriate and safe level of access for civil society organizations. Furthermore, the Risk Assessment section was developed through a clear conflict sensitive lens. On a scale of very good, somewhat good, not good, or I don't know, the majority (75 percent) of project staff described the PBF approach to conflict sensitivity as very good. A respondent summarized the approach with: *'Always very careful about visibility; no harm principles. Yemeni journalists were not identified in the data base. Journalists were not mentioned in any release. Participants were selected from different regions. Attention was paid to language by avoiding any political or polarized language.'*

- Was the project responsible for any unintended negative impacts?

When asked about unintended outcomes, two project staff respondents referred to positive outcomes, one respondent did not know, and one referred to no impact. Respondents referred to getting in touch with partners that they did not know existed; and training topics and events including how sensitivity to conflict needs to be practiced daily and local sensitivities. Most debate training respondents (83 percent) referred to positive outcomes. The remaining 17 percent did not refer to unintended outcome. All radio/journalist respondents referred to positive impacts. A My solution respondent referred to particularly positive, unintended outcomes regarding women participation, as women numbers increased dramatically, and they were able to create a database to be utilized for future initiatives. Of the two partners interviewed, one was not aware of unintended outcomes, while the other referred to positive outcomes.

- Was the no-harm principle well respected?

The FGD participants generally agreed that do no harm principles were respected by ensuring fair participation to initiatives from all sides.

When asked whether do no harm principles were respected during the debates, most respondents answered positively.

The majority of radio staff/journalists respondents (67 percent) said that the training included information about do no harm principles and 33 percent said it didn't. All respondents said they were able to apply such principles in their work following the training. Respondents from My solution provided the same responses.

Both partners interviewed said they were informed about do no harm principles, as project staff held two workshops before project start that included such information. Both respondents said they were able to apply do no harm principles to their work and the feedback was that no complains about harmful situations were reported through the hotline.

On a scale of, well respected, somewhat respected, not respected, I don't know, all project staff respondents agreed that do no harm principles during project implementation were well respected.

4.7 Catalytic

To what extent the program funding support to scale-up other peacebuilding work.

- Was the project financially and/or programmatically catalytic?

- Has PBF funding been used to scale-up other peacebuilding work and/or has it helped to create broader platforms for peacebuilding?

While the annual report does not make specific reference to this aspect, KIIs with project staff showed that as result of the PBF project, partners were able to attract additional funding for related activities. As an example, RNW media received additional funding for initiatives focusing on women and peace. Manasati30 was able to obtain additional funding and a donor expressed interest in a phase two of the PBF project.

4.8 Gender-responsive/gender-sensitive

How gender issues were implemented as a cross-cutting theme in programming, and if the subject being evaluated gave sufficient attention to promote gender equality and gender-sensitivity ([UNEG Standards for Evaluation, 2005](#))

- Did the project consider the different challenges, opportunities, constraints and capacities of women, men, girls and boys in project design and implementation?
- Were the commitments made in the project proposal to gender peacebuilding, particularly with respect to the budget, realized throughout implementation?

The ET addressed this aspect through desk review, FGDs and KIIs with debate trainees, journalists/radio staff, My solution actors, partners and project staff.

- Did the project consider the different challenges, opportunities, constraints and capacities of women, men, girls and boys in project design and implementation?

The FGD participants generally referred to equal participation from different vulnerable groups, including women. The majority (83 percent) of debate trainee respondents indicated that both women and men challenges and opportunities were addressed during project implementation. A respondent explained: *‘Educating and empowering women and convincing the audience of a woman’s role in society was one of the most important topics that were discussed. The number of women present in the discussion was more than the number of men, which gives a positive impression about a woman’s role in society.’* The respondent who answered negatively explained: *‘The focus was on youth in general, and gender was not addressed, as everyone was understanding of societal diversity and acceptance of others.’* Both respondents from My solution answered positively and said they were able to include women and men challenges and opportunities considerations in the pieces they produced.

Similarly, both partners answered positively and brought as an example the ratio men/women set for the various initiatives. One partner felt that women-focused training could be implemented in some areas where women participation is scarce, such as video content production, including photography, editing and screenwriting. The majority (67 percent) of journalists/radio staff answered positively. However, they pointed out that women may face challenges that men do not face, for instance during fieldwork. All project staff felt that women and men challenges and opportunities were considered. A respondent explained that it was one of the project priorities and it opened the door to women’s expression; he added that partners were required to have a gender balance and that My solution was mostly women led. In general, project staff confirmed the project achievements based on indicators. When asked whether they

would have done anything differently in the project design to consider women and men challenges and opportunities, a respondent explained: *'If I had to redesign the project I would review the 50% target, because it's not applicable in Yemen; as an example, it's very challenging to expose women on radio programs, we should think of other ways to do so. Perhaps considering women as authors of the programs instead of going live.'*

- Were the commitments made in the project proposal to gender peacebuilding, particularly with respect to the budget, realized throughout implementation?

The “ UNPBF project document” sets a score of 2 for the project Gender marker Score; while the project allocated USD 750,000 towards ensuring gender equality and women’s empowerment throughout project implementation, according to the Annual report the actual expenditures in this regard totalled USD 548,170, or 73 percent of the allocated budget. A section is dedicated in the Annual Report to gender analysis and women empowerment; in order to encourage women’s participation in the project activities, action was taken in this regard. As an example, the project used “SMART targeting and moderation, as well as audience segmentation to solely target women in several ads hoping to increase women reach and engagement” (project Annual report, page 7). More specifically, the Indicator Based Performance Assessment provides details to corroborate what said in the narrative dedicated section. Of relevance is the following:

- 60 percent women participation to the first journalist training (indicator 1.2.1)
- 57 percent and 50 percent women participation to further journalist training (indicator 1.2.2).
- 54 percent of content pieces produced by women (indicator 1.2.3)
- 55 percent women participation to radio programs (indicator 2.3, phase one, youth); the same indicator reports 17 males and 15 females participating as conductors/contributors.
- 42 percent participation of women to radio programs (indicator 2.3.2, b), especially phase one.

Conversely other indicators reflect existing challenges:

- women participating in the surveys were 26 percent (indicator 2.1 a) and expressed their opinion (indicator 2.1.2, b)
- women participating to radio programs (indicator 2.3.2, phase one, experts) were approximately half of men participating.
- of the 17 radio journalists trained (indicator 2.3.1) only 7 were women.

4.9 Innovation

How novel is the project approach, and to what extent the lessons learned can be applied to similar projects elsewhere

- How novel or innovative was the project approach?
- Can lessons be drawn to inform similar approaches elsewhere?

To address this aspect, the ET considered desk review, FGD and KII with debate trainees, My solution actors, radio/journalists, partners and project staff.

While the desk review did not yield relevant results, encouraging data emerged from the FGD and KII.

FGD participants found the peace debates particularly innovative. On a scale of very innovative, somewhat innovative, not innovative, I don't know, debates trainees, My Solution actors and partners confirmed that the project was very innovative in its nature. On the same scale, most radio staff/journalists (67 percent) found the project very innovative, while the remaining 33 percent found it somewhat innovative. A respondent said that bringing journalists together to discuss through a platform was a very innovative initiative.

Similarly, project staff felt that the project approach was innovative; the majority brought as an example the social listening focused initiatives. Additional innovative initiatives mentioned by project staff included leveraging social media into peacebuilding and calls for proposals to implement local-level initiatives.

Regarding lessons learned, a project staff explained that online modality for sensitive topics resulted to be more inclusive. A debate trainee explained: *'Debates contribute to communicating many youth voices.'*

4.10 Limitations

The findings of the end-of-project evaluation should be interpreted with consideration of the limitations discussed below:

The timing of data collection in Yemen was affected by relevant limitations. The evaluation team encountered difficulties in contacting participants to plan for remote in-depth interviews, even though all contacted persons had given prior consent to the UNESCO team. While possible reasons for the less than enthusiastic response may be adduced to issues related to conducting an interview remotely and/or the difficulties posed by internet access in Yemen, coupled with security/safety related reasons, the evaluation team could not pinpoint anything specific in this regard.

Specifically, during the first attempt of contacting participants. the ET sent 42 emails to initially selected number of beneficiaries. After a reasonable period passed without receiving responses, the team sent SMS and WhatsApp messages and WhatsApp calls to potential participants. From the 42 SMS sent and calls made the team received 7 responses. In addition, after agreeing on a contingency plan with the UNESCO team, 105 emails were sent, of which 31 effective responses were obtained from the participants to the evaluation team. As a result of these attempts to contact people involved with the project, the team finalized and carried out 13 interviews out of the 21 planned interviews. The disaggregation of the interviews can be found in section 3.2.3 of this report and the contact schedule in Annex 2.

4.10.1 Online surveys

The ET found significant challenges in getting the young beneficiaries of the project activities to participate in the two surveys available on the Manasati30 platform. As part of the evaluation design, the ET designed the surveys using Kobo Toolbox as specified in the inception report and agreed upon in the meetings with UNESCO and Manasati 30. Additionally, in order to encourage prospective respondents to participate in the survey, the team developed a youth friendly language paragraph for each survey outlining the scope and relevance of the survey. Despite all efforts and the fact that the surveys were available for a month to the beneficiaries, a fraction of the expected responses were obtained. As of the date of the writing of this report, the ET is unsure of the reasons for the general lack of participation. While a possible explanation relates to the fact that, as the project ended there is a physiological decrease in the views of the website, based on hints from Manasati 30, lack of motivation could be linked to the fact that, for the surveys conducted during project implementation, incentives were provided to participants. In contrast, no incentives were provided for the evaluation surveys.

The issue of incentives was raised, as well, by one of the FGD participants.

While comparing outputs and performance indicators throughout progress reports, the ET found that outputs and performance indicators are referred to differently in the different reports. Therefore, it was difficult for the ET to compare indicators regarding performance. Although the Annual report does not refer to a specific date, the ET referred to that to look at the overall project performance towards indicators, as it assumed the Annual report was up to date on reporting project results. The 2021 Annual report for Outcome 1 refers to Output 1.1, 1.2, and 1.3. The September 2021 Quarterly report for the same Outcome refers to Output 1, 2 and 3. For Outcome 1 in the Annual report, indicators are referred to as 1.1, 1.2, 1.3. They then refer to indicators 1.1.1, 1.1.2, 1.1.3, and 1.1.4 for Output 1. The September 2021 quarterly report refers to PI1a: a), b, and PI3 for Outcome 1; then it relates to PI 1, 2, and 3 for Output 1.

5. Conclusions

Relevance

The project objectives are clearly relevant to the Yemeni youth context to better understand the peacebuilding process and create safe places of dialogue for them. Both quantitative and qualitative data indicate that the project was consistent with the criteria related to relevance. Based on KIIs with radio Staff, Debate partners, FGDs and beneficiary surveys, the project was ranked as relevant.

Efficiency

While the desk review did not yield particularly relevant results, from the KIIs it emerged that the project was consistent with the criteria related to efficiency. Based on the qualitative data, the project funds and activities overall were delivered in a timely manner and that they did not result in missed opportunities. In addition, all respondents described the overall use of project resources as very efficient and that the project had good use of human and technical resources.

Effectiveness

Based on the project 2021 Annual Report, project results based on identified indicators were generally achieved, or exceeded set targets. Based on the number of activities implemented and their level of achievement, the project contributed to a great extent to criteria related to effectiveness.

The ET found that criteria established to select the governorates was balanced, as it included representation from the main geo-political areas in the country and considered, as well, access and civil society engagement. Similarly, beneficiary selection took into consideration a wide range of youth, including representation from urban, rural areas, youth in the Yemeni diaspora, and youth engaged in the peace building process in different capacity.

Sustainability & ownership

The project contributed to creating national capacity geared towards sustainability and benefits. The ET found training initiatives particularly relevant as capacity-building initiatives with a promising long-term impact that do not require additional support.

Coherence

Qualitative interviews with debate trainees, radio staff/ journalists, 'My Solution' participants and partners found that stakeholder involvement in the project was very good.

Project documentation demonstrated complementary work, especially with other United Nations (UN) agencies, concerning the set-up of a Steering Committee and a successful engagement of stakeholders. The Annual Report refers to the successful implementation of three Steering Committee meetings.

Conflict-sensitivity

Desk review, FGD and KII confirmed a robust conflict sensitive lens at project design and implementation level, and application of do no harm principles. Qualitative and quantitative data collected demonstrates that the do no harm principles were respected during project implementation by ensuring fair participation to initiatives from all sides.

Catalytic

KIIs with project staff showed that as result of the PBF project, partners were able to attract additional funding for related activities.

Gender-responsive/gender-sensitive

While results reported in some indicators reflected ongoing challenges, and expenditures do not reflect what originally planned, the project did address gender challenges and opportunities systematically. Qualitative data indicates that the project considered the different challenges, opportunities, constraints and capacities of women and men in Yemen. On the basis of the KIIs, the project ensured the equal participation of women.

While the project allocated USD 750,000 towards ensuring gender equality and women's empowerment throughout project implementation, according to the Annual report, the actual expenditures totalled USD 548,170, or 73 percent of the allocated budget for this category.

Innovation

The FGDs and KIIs provided encouraging considerations. Based on the qualitative data collected, the project is defined as particularly innovative in terms of design, approach, and implementation. FGDs and KII participants found the peace debates particularly innovative and the project staff felt that the project approach was innovative.

6. Recommendations

Based on the findings of the evaluation, the ET recommends the following:

- TOC was certainly verified during project implementation. However, the ET encountered relevant challenges to contact prospective KII respondents and in order to obtain answers from the two

beneficiaries surveys. Based on the above, UNESCO may consider monitoring long term results of the project and how they relate to the final part of the TOC: 'THEN Yemeni youth will feel empowered to voice and share their aspirations with decision-makers and duty-bearers BECAUSE they will feel a sense of agency, ownership and participation in the peace building process AND will therefore be more likely to act as constructive force for positive change in their country by proposing solutions and taking actions in support of the peace-building process'.

- While the gender lens emerged as generally robust, or at least encouraging based on the performance indicators, to further strengthen the gender approach UNESCO should evaluate on which activities were most successful in terms of women representation and why.
- At the same time, and based on a respondent suggestion, it would be useful for UNESCO to further explore the areas where women were less represented and strengthen women capacity building in those areas (example, video content production, including photography, editing and screenwriting).
- Based on project staff comments, the social listening initiatives and the debates were particularly successful (and particularly needed). While the above confirms the project success in regards to 'giving voice' to Yemeni youth, in light of future similar initiatives, UNESCO may consider dedicating additional space making this activities a larger part of program activities.
- As limited data emerged in regard to sustainability, and lessons learned, UNESCO may consider verifying that the sustainability end exit strategy measures mentioned in the "UNPBF project document" have been implemented. In view of future initiatives, a dedicated initiative focusing on lessons learned should be allocated, which includes stakeholders at management as well as implementation level.
- Finally, while contacting prospective respondents for KIIs, some referred to possibly obtaining an incentive for their participation to the interview. The above prompted the ET to further investigate this aspect. Although no compensation was provided to the respondents during data collection, some respondents during the KII referred to getting some compensation in USD for their participation in the project (USD 85 to USD 200 to produce pieces for the media, or USD 100 to participate in a debate). UNESCO should probably explore this aspect and reflect on possible implications for overall project actual success.

7. Annexes

All the annexes can be found in the [external folder](#) of the project. If the UNESCO M&E team would like to use the project's data, the complete data analysis can be found in the folder.

1. TORs
2. List of persons interviewed
3. List of documents consulted
4. More details on the methodology, such as data collection instruments
5. Timelines for the evaluation
6. Evaluator's Team composition
7. Evaluation matrix
8. Articles Design for Manasati 30 platform