Summative Evaluation

"MOBILIZING RURAL YOUTH TO SERVE AS PEACE BUILDING LEADERS" in Guinea Bissau

December 2017-August 2020

Pictures from ANADEC, PALMERINHA and SWISSAID

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Acronyms

AEP	Accelerated Learning Program
CBO	Community Based Organisation
COVID-19	Coronavirus disease
CSO	Civil Society Organization
DSRSG	Deputy Representative of the Secretary-General
FGD	Focus Group Discussion
IBAP	Biodiversity and Protected Areas Institute
INDE	National Institute for Education Development
INEP	National Institute of Studies and Research
INJ	National Institute of Youth
IP	Implementing Partner
LDAs	Local Development Associations
KIIs	Key Informant Interviews
PBC	Peacebuilding Commission
PBF	Peace Building Fund
RY-PBL	Rural Youth-Peace Building Leadership
ToC	Theory of Change
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
WHO	World Health Organization

Executive Summary

1.   Country Context

Since August 2015, Guinea-Bissau has been facing a cycle of institutional crisis and political instability. In 2015 the Strategic and Operational Plan 2015-2020 "Terra Ranka" was issued.[1] *Terra Ranka,* meaning 'fresh start', symbolizes the new vision and strategy of the Government of Guinea-Bissau for 2015-2025. It seeks to turn the page on three decades of poverty and violence and aims to achieve "political stability through inclusive development, good governance and preservation of biodiversity". In particular, the Guinea-Bissau 2025 Strategy grants special consideration to youth since more than 60% of the population is less than 25 years of age.

2.   Evaluation Object

This report presents the key findings, conclusion and recommendation of the evaluation concerning the"*Mobilizing rural Youth and adolescents to serve as peacebuilding leaders*" project, also known as PBF. This project, whose overall budget amounts to US$1,56 million aginst a 18-month implementation period ending in January 2020), pursues three objectives. First, to develop leadership skills amongst rural adolescents and youth on peacebuilding. Second, to build their resilience to instrumentalization and manipulation. Thid, to strengthen their ability to influence the decision-making process at local and national level. The project is aimed to serve two age groups: adolescents (12-16 years), to shape them early in the critical years through functional literacy and civic education, and youth (17-35 years), to enhance their individual and collective identity awareness, through Democracy, Leadership, Governance and Freedom activities. The project also aimed to provide its expected beneficiaries with additional skills, such Entrepreneurial skills, Natural Resources management and Gender.

3.   Evaluation Purpose and Objectives

This evaluation has two primary purposes. First, to account for the results attained by the project now that it has come to an end. Second, to promote strategically and operationally relevant learning on how to strengthen peacebuilding youth programs in Guineas Bissau, amongst UNICEF and UNDP staff, as well as other in-country partners (government and NGOs) and, lastly, the members of the communities served by this project.

In order to fullig the envisaged purposes, this evaluation pursued several objectives, including:

(i) the determination of the project relevance, effectiveness, efficiency, sustainability, and where possible, its impact; (ii) the identification of the challenges and lessons learned on what worked and what did not work about the project, including unexpected outcomes (positive and negative);(iii) the formulation of recommendations for programmatic improvements; and (iv) the analysis of the equity and gender integration into its project design, implementation and monitoring.

4.   Evaluation Scope

The evaluation covered all the project activities in the Regions of Cacheu and Gabú in Guinea Bissau from December 2017 to August 2020.

5.   Evaluation Criteria and Questions

The evaluation was guided by six (6) criteria: 5 OECD criteria (Relevance, Effectiveness, Efficiency, Impact and Sustainability) and one additional Gender, Equity and Human Rights criterion and addressed a total number of 23 questions.

6.   Evaluation Methodology

This evaluation employed a mix of methods involving both qualitative and quantitative data collection and analysis. It made use of the appreciative Inquiry approach to identify social changes.The purpose

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[1] GUINÉ-BISSAU 2025. STRATEGIC AND OPERATIONAL PLAN 2015-2020 "Terra Ranka"

of using multiple mixed methods was to triangulate data from different sources to formulate the findings and to provide the most relevant and credible answers to the evaluation questions.

7. Key Evaluation findings (by criterion)

Relevance. The project was aligned with national priorities, i.e. the National Strategic Plan 2015-25, Terra Ranka, considering youth involvement as crucial for peace and for country's development. It was also aligned with SDGs and UNDAF framework to inform and sensitize young people about engagement in the electoral process and avoid youth exploitation by political parties. The project approach and implementation considered the needs of expected beneficiaries (adolescents and youth, both girls and boys) in the most disadvantaged areas of Gabú and Cacheu Regions. Those approaches included accelerated learning for out of school, pre-professional trainings, peer to peer activities (Djumbai) and radio programs.

Effectiveness. Adolescents in targeted areas (with special attention to inclusion of girls) gained increased knowledge, competencies, and life skills, including literacy to engage as active peacebuilders. Youth leaders and organizations have enhanced skills and competencies as environmental and gender-sensitive peacebuilders. The high illiteracy rate, however, did not facilitate peacebuilding process, thus the need to strengthen Accelerated Literacy program in Guinea Bissau. The involvement of NGOs as well as of regional and sector authorities and youth organizations, was critical to the attainement of the project objectives. That said, the high number of planned activities hindered the quality of the results achieved on the ground. Furthermore, the targeting of such a wide age group (17-35) proved not to be effective, especially since the more widely used definition of youth concern youth 15-24 years of age. High youth mobility was an unexpected factor that challenged the enrolment of expected beneficiaries, especially in the regions of Gabú and Cacheu that young people abandon to move to the Capital in search of employment or study opportunities. This affected the geographical representativeness of expected beneficiaries, who, for the most ended up being from Bissau.

Efficiency. Peacebuilding, life skills trainings, pre-professional trainings and accelerated learning, represented an excessively large number of activities for a project that was expcted to last for only 18 months. Therefore, the project featured an unrealistic formulation of expeted results since the beginning. In addition, COVID-19 affected the realization of some activities like the piloting of the Accelerated Learning Curriculum. Furthermore, implementation of activities was mostly concentrated at the end of the project, thus reducing efficiency. Moreover, the project management and M&E structure were not fully developed, thus impacting the efficiency of the project by lack of support supervision. The planned Joint Coordination and Implementation Team (JCIT) and Joint Program Management Committee and Steering Committee (JCST) were not fully in place and coordination has not always been optimal, especially from national to regional level. Evaluators couldn't observe either a peacebuilding PBF project coordination matrix for the country or a planned geographic distribution to maximize efficiency and impact of the PBF program. Funds needed for coordination and M&E were underestimated, too. Lastly, some activities could not be delivered because of accessibility and insecurity.

Sustainability. The national ownership of the project was promoted through the engagement of line ministries, Education and Youth, in all planning and decision-making processes and Presidency of the Council of Ministers and Ministry of Legislative Affairs. The need for the continuation of the RY-PBL (PBF) project was emphasised since the design phase, when it was stated that, for the project to produce better results, "Peacebuilding processes are not built overnight". In fact, short timeframes like the one of PBF can work for emergency or pre-electoral intervention, but not for programs aiming to respond to a country's needs arising from decades of instability. As a result, the project was well integrated within the local administration and development priorities. The coordination of activities between

Youth Networks and some Peacebuilding Organizations was within the scope of the project. However, the level of coordination decreased, moving from national to regional and community level, thus hindering sustainability. Lastly, despite UNICEF and UNDP efforts to foster ownership by the government and communities, this colud not always be achevied due to the administrative staff turnover and the ongoing political instability.

Impact. The RY-PBL (PBF) project contributed to increased participation of adolescents and youth (both girls and boys) and women, in peacebuilding efforts and decision-making. Positive changes in the desired directions of the RY-PBL (PBF) have been registered through adolescents and young leaders by increasing their knowledge, leadership, competencies, and life skills, like Accelerated Literacy, to engage as active peacebuilders. Girls and women were effectively included in all activities and accounted for at least 50% of participants. An attempt to strengthen linkages among local institutions has been made, although those didn't result in sustainable change, as indicated before. Observed changes were limited to the few communities where the project was implemented. A bigger focus on key peace-building activities and life-skills training would have increased number of beneficiaries and therefore impact. The RY-PBL (PBF) project approach helped influence the perception of families, beneficiaries, and communities, about their role in peacebuilding and decision-making, including active citizenship and young people becoming agents of change. Signs of impact were also observed on the environment front: teenagers, for instance, got engaged in carrying out monthly village cleaning. Within project areas, adolescents were responsible for implementing information campaigns for residents on how to prevent the COVID-19 transmission. In addition, whenever a dispute took place, dialogue, instead of fighting, became an increasingly used method to reach an understanding.

Gender &Equity. Gender, Human Rights and Equity principles were duly integrated in the design and delivery of the project. The RY-PBL (PBF) project was successful in identifying and tackle the barriers that prevent girls and women to access the services available in the targeted localities. However in-depth gender issues, like everyday challenges in the communities, decision making within the family, land tenure, domestic violence, premature marriage, and social division of labour, were not always well addressed. The project contributed to equal opportunities in political participation and decision making by women, limited to the communities served by the project. Training events were efficient to that effect as well as community sensitization and radio talking. Realignment of the Accelerated Literacy Program was seen to be effective on women empowerment, since girls continue to be the most affected by school dropout. However, this activity, which was limited by the short projet duration, could only lead to the development of a Curriculum for Out-of-School girls.

8. **Key Conclusions (by criterion)**

Relevance. The Peace Building Project was aligned with national priorities, especially the National Strategic Plan 2015-25, Terra Ranka, considering youth involvement as crucial for peace building and for country's development. The project considered beneficiaries' needs (adolescents and youth, both girls and boys) as well as the most disadvantaged groups of young people in remote areas of Gabú and Cacheu Regions, including women. Accelerated Learned Curriculum was developed by UNICEF due to high level of school drop out in the country. The M&E system wasn't put in place as planned, especially when coming to regional activities, affecting performance, and reaching outputs.

Effectiveness. The RY-PBL (PBF) project served as basis to inform and sensitize young people through the engagement of the electoral process, to avoid exploitation by political parties. Key achievements showed significant contributions to support the peacebuilding process in Guinea Bissau at community level. The high illiteracy rate does not facilitate peacebuilding process and the Accelerated Literacy program tried to mitigate it. The active involvement of National, Regional and Sector authorities, Tabancas (neighborhood), youth organizations and NGOs/CBOs, was key to the project success. Girls were - generally but not consistenly- given the same opportunities to participate

in the project activities as boys. Planned activities achieved partly the targeted results in terms of quantity and quality. Some activities for selected age groups, were not effective, especially for youth 17-35 years, because of mobility issues. Adolescents proved to be a more effective age group for peacebuilding activities.

Efficiency

Implementation was concentrated towards the end of the project, thus reducing efficiency. The excessive number of activities hindered quality. The volume of Peacebuilding life-skills training, pre-professional trainings and accelerated learning activities was too great to be achieved within such a short project duration (18 months). Furthermore, COVID-19 affected the realization of some activities like piloting Accelerated Learning Curriculum. Budget and financial analysis evidenciated more efficiency when activities were implemented by IPs already working with adolescents and youth. Management and M&E structure were not fully developed.

Sustainability

Sustainability is directly linked with Government involvement. The national ownership of the project was granted through the engagement of line ministries. However, at peripheral level, in the Regions of Gabú and Cacheu, the low participation of administrative and governmental authorities, due to high turnover, hindered sustainability. The project dimensions were incorporated into national peace building practices at local level, in the sense that youth are now more respected and listened by elders and can be part of decision-making processes, thus the effect was higher in the traditional society.

Impact. Through leadership and peace building training, youth were able to mitigate common fights within communities. The project approach helped influence the perception of families, beneficiaries, and communities about their role in peace building and decision making. Where there has been a dispute, instead of fighting, dialogue became a method to reach an understanding. This impact was limited to the few communities were project was implemented. A bigger focus on key activities would have increased number of beneficiaries and therefore impact. There is no doubt about importance of Accelerated Literacy Program for sustainability of a peace building program, although in a longer timeframe.

Gender, Human Rights and Equity principles were duly integrated in the design and delivery of the project identifying and tackling the barriers that prevent girls' and women to access the services available in the targeted communities. This contributed to equal opportunities in political participation and decision making. The gender aspects of intra-household dynamics were not specifically addressed by the project although those are part of the causes of conflict in communities.

9. Lessons learned

Lessons learned are elements of knowledge that can be applied to one or more future actions, within similar contexts or addressing similar themes. Among the lessons learned from implementation, few were related to programmatic issues:

- **Effective age groups.** Youth groups are not homogeneous and there are different levels of needs to be addressed in sub-groups. In addition, age definition is important to retain beneficiaries engaged throughout the project.
- **Role of Community and Traditional Values in Peacebuilding & Conflict Resolution.** Peacebuilding projects are more successful if they take a community approach that rely on positive norms inscribed in traditional values in line with negotiation, mediation, and conciliation to promote social dialogue and cohesion in an inter-generational way.
- **Communication.** Using means of communication, as information and engagement tools, is crucial to reinforce awareness raising about peacebuilding skills and create a culture of peace.
- **Gender & Equity.** Participation of girls and equal opportunities between girls and boys are key to succeed in peace building projects, enhancing quality, and increasing participation.

The lessons learned related to management and coordination issues were:

- **Integration and Coordination.** Clear-cut coordination and steering arrangements are necessary to ensure that integrated programming is carried out efficiently.

- **Timeliness.** An excessive number of activities to be implemented during a short timeframe like the one of PBF is destined to fail since the onset.
- **Delivery as One.** For UN Partnership to be fully exemplary in terms of collaboration, proper investment in cross-agency M&E and coordination for similar projects is key to ensuring institutional memory, knowledge transfer, traceability, and sustainability.

10. Recommendations

Strategic Recommendations (SR) (by Responsible Entity)

- PBF Secretariat

  SR 1) Build together with Government an overall country peacebuilding plan by mapping peacebuilding needs through a coordinated effort.

  SR 2) Fund more focused projects on life skills and pre-professional trainings when adolescents and youth are involved.

  SR 3) Enhance activities for women's' representation in politics and decision-making bodies. Address more gender in-depth issues like everyday challenges in the community, decision making within the family, land tenure, domestic violence, premature marriage, and social division of labour.

- UNICEF

  SR 4) Dedicate peacebuilding activities to adolescents as preferred age group. Identify the age groups as per UN definition and not as country definition (i.e.10-19 years and not 12-16 years)

  Address both adolescent girls and boys and adolescents with disabilities

  SR 5) Focus more on life skills for adolescents for short term programs and dedicate a full long-term project to Accelerate Learning Program fully budgeted for at least 3 years. Separate management, M&E and technical project roles.

- UNDP

  SR 7) Focus on youth, youth associations and women. Identify youth age groups as per UN definition (19-24 years to avoid overlapping with adolescents targeted by UNICEF); Identify women for leadership programs and target common family fights for community programs.

Operational Recommendations

- PBF Secretariat

  OR 1) Improve monitoring capacity and provide technical assistance of funded projects as needed by (i) conducting early baseline surveys and gap analysis; (ii) elaborating clear monitoring plans; (iii) putting in place an M&E system ensuring same standard of reporting by agencies; (iv) participating in field monitoring visits; and (v) ensuring a proper budget for M&E in funded projects.

  OR 2) Improve coordination mechanism ensuring clear coordination mechanisms is in place, ensuring efficient management structure is in place, especially with pluri stakeholders projects, with a clear organigram indicating roles and responsibilities within the project.

  OR 3) Ensure a proper budget for communication in funded projects. Build institutional memory.

- UNICEF and UNDP

OR 4) Ensure a timely project implementation by planning activies based on real capacities, by defining type and number of activities, and focused implementation in the same geographic areas and in a complementary manner.

OR 5) Improve Communication by reinforcing communication flow from central to regional level to improve the participation of local administrations and plan for communication activities, already from budgeting both external and C4D communication.

- UNICEF

  OR 6) Focus more on life skills and skills building activities to increase job opportunities for youth and peace.

  OR 7) Scale up Accelerated Literacy and Education for Out of School youth

- UNDP

  OR 8) Invest more on youth and women locally, empower youth, youth associations and women groups as direct implementers

1. Evaluation Context

1.1 Global Context: Youth in Africa

Youth in Africa constituted 19% of the global youth population in 2015, totalling to 226 million. The United Nations defines youth as people aged 15 to 24 years.[2] By 2030, it is predicted that the number of youths in Africa will have increased by 42%. According to the UNICEF Strategic Plan 2018/2021[3], adolescence is the new challenge of the next millennium. *Adolescence* is the transitional phase of growth and development between childhood and adulthood, and adolescents are defined by UNICEF as individuals in the 10-19 years age group.[4] Whilst adolescence is a period marked by substantial changes in physical maturation, cognitive abilities, and social interactions, traditional "trademarks" of adulthood include marriage, parenthood, and the formation of a working identity.[5] As such, adolescents should be recognized as real agents of change in their communities. Programmes and policies, while protecting adolescents as children, must acknowledge their capacity for creativity, innovation, and energy to solve their problems.[6]

Youth are Africa's greatest asset, whose population is rapidly growing and expected to triple to over 830 million by 2050. If properly harnessed, this increase in the working age population could support increased productivity and stronger sustainable, more inclusive economic growth across the continent.[7] But today, the majority of the youth in Africa do not have stable economic opportunities, while nearly 420 million under 35 aged population are unemployed and discouraged, another third is vulnerably employed, and only one in six is in wage employment. Youth face roughly double the unemployment rate of adults, with significant variation by country. The consequences of youth unemployment in Africa are pervasive and severe: unemployment translates to poorer living conditions, fuels migration out of Africa, and contributes to conflict on the continent itself. Above all, youth unemployment constitutes a failure to capitalize on one of the continent's greatest assets for growth: its large and growing population of talented young people.[8]

Furthermore, unemployed youth are the ones mostly used to mount protests. Youth in Africa have changed governments in Tunisia, Egypt, Senegal, and Burkina Faso, and recently staged major demonstrations in South Africa and the Republic of Congo. Disillusioned young people continue to be on the streets in various African cities. But they are also reacting in other ways, through migrations seeking opportunities elsewhere, while others are lured into joining radical organisations such as Boko Haram, al-Shabaab, al-QAEPa and the Islamic State.[9]

Today's generation of youth is the largest the world has ever known and as such will have a major role in shaping the world of tomorrow.[10] To this end, youth need to be actively engaged

[2] https://www.un.org/en/sections/issues-depth/youth-0/
[3] UNICEF Strategic Plan 2018/2021
[4] https://data.unicef.org/topic/adolescents/overview/
[5] https://doi.org/10.1002/9781119171492.wecad325
[6] UNICEF: Progress for Children A report card on adolescents. 2016
[7] Catalysing out opportunity across Africa. Jobs for Youth in Africa: The challenge. ADB March 2016
[4]. https://www.un.org/peacebuilding/fund
[8] https://www.tralac.org/images/docs/9843/afdb-strategy-for-jobs-for-youth-in-africa-2016-2025.pdf
[9] https://www.accord.org.za/conflict-trends/countering-terrorism-violent-extremism-africa/
[10] https://www.un.org/sustainabledevelopment/blog/2019/02/world-youth-report/

and invited to participate in the design and development of research and programmes that affect them. This was recognised by the UN Security Council in its 2015 resolution urging Member States to increase representation of youth in decision-making at all levels. Since the adoption of Security Council Resolution 2250 in 2015, there is growing recognition that as agents of change, young people are critical actors in conflict prevention and sustaining peace. International Youth Day 2017 is dedicated to celebrating young people's contributions to conflict prevention and transformation as well as inclusion, social justice, and sustainable peace. Whilst the resolution focused primarily on global security (SDG 16), it is equally relevant for environment (SDG 13) and health,[11], among the main focus of the RY-PBL (PBF) project:

- The SDG 16, Peace, Justice and Strong Institutions, promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.[12] The international community recognizes young people's contributions to conflict prevention and transformation as well as inclusion, social justice, and sustainable peace. To a large extent, how young people perceive gender norms, how they form their own normative beliefs about gender and how these beliefs align with social norms in their communities can play a key role in promoting inclusion, social justice and peace. Considering the needs and aspirations of the youth in matters of peace and security is a demographic imperative. If engaged positively, the youth can be key to reducing violence, improving security and opposing violent extremism in their countries – they are, after all, society's most innovative and able-bodied age group. Ensuring that African youth are leaders in peacebuilding processes which remains a challenge though, as cultural and patriarchal attitudes and religious barriers are not easily overcome. [13]

- Environment and Climate Action is the 13th Sustainable Development Goal (SDG), where it is described as the single biggest threat to development, and since it will disrupt the basic necessities for human health and well-being - food, water, clean air, and a safe place to live – it will impact on almost all the other SDGs.[14]

Young people's inclusion in the peace and security agenda and in society more broadly, is key to building and sustaining peace. The process of social inclusion for youth, including participation in decision-making as well as access to quality education, health care and basic services promotes their role as active contributors to society, environment and affords young people with opportunities to reach their potential and achieve their goals. When youth are excluded from political, economic and social spheres and processes, it can be a risk factor for violence and violent forms of conflict. Therefore, identifying and addressing the social exclusion of young people is a precondition for sustaining peace.[15]

At the same time media are becoming more and more important to address peace issues which are related to migration ones. Adolescents' and youth' interaction with media is constantly evolving. With access to media, youth associated digital skills and practices are producing opportunities and risks, in low- and middle-income countries (LMICs). While giving them

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[11] Engaging with youth for the promotion of peace. WHO 2018
[12] SDGs: The 2030 Agenda for Sustainable Development, UN 2015
[13] https://www.youth.ie/articles/international-youth-day-2017/
[14] Ann V. Sanson et al.: Young People and Climate Change: The Role of Developmental Science. SINS, Vol 74, 2018
[15] https://www.ipinst.org/wp-content/uploads/2019/04/Young-People-as-Drivers-of-Peace_YPS-and-Sustaining-Peace-roundtable-discussion-meeting-note.pdf

access to knowledge and use of digital media (especially mobile phones and internet), with their opportunities and challenges for them to become protagonists, by matter of fact they are not empowered to have a better future. As such youth compare their life with the one of youth in other world regions, dreaming for a change to a better future that mainly resolve with migration. Among causes of migrations there is poverty and lack of peace. At present, more than 80% of African migration is internal to the African continent and involves nearly 19 million people, including 6.7 million in West Africa and 3.5 million in Central Africa. Women represent 47.1%, while the youth between 15 - 24 years of age are accounting 16% of migrants. According to the UN Population Division, adolescents (15-19) and youth (20-24) represent about 5 and 7 percent of all migrant stocks, respectively.[16] On the other hand, unfortunately, media capacities to cover migration are relatively weak; media content often provide inaccurate description of migration factors and scarce migrant stories or focus on migration risks.[17] Being well-informed means being an enlightened and critical citizen, capable of being an active member of one's community and country.

1.2 Country's Profile

Despite its small geographical size, Guinea-Bissau hosts a large variety of ethnic groups, languages, and religions.[18]The country is one of the poorest in the world, ranking 178th according to the United Nations Human Development Index,[19] with an overall score (0.461) well below the average of the countries located in Sub-Saharan Africa (0.541), and with a population of 1.9 million. A joint analysis carried out by UNICEF and UNDP in 2017 found that 58% of households are multidimensionally poor, while 97% of children are deprived of at least one basic right.[20]

1.3 Country's Context

Guinea-Bissau has experienced persistent instability, with recurring political crises and tensions between the civilian and military leadership. Since August 2015, Guinea-Bissau has been facing another cycle of institutional crisis and political instability. The international community, led by the Economic Community of West African States (ECOWAS), has provided strong support to the political process and the national reform agenda, in particular under the "Guinea-Bissau P5" formula (the African Union (AU), the Community of Portuguese Language Countries (CPLP), ECOWAS, the European Union (EU), and the UN). But the political impasse, with 7 different prime ministers in the last legislative period alone, has paralyzed the country and made cooperation between international partners and the Government, extremely difficult.

Political instability and human poverty are endemic. The challenges stem from a series of intertwined factors that reinforce the cycle of human poverty, including impunity and lack of access to justice; unemployment, mostly among youth and women; inequitable access to economic opportunities and livelihoods, both in urban and rural areas; and inefficient public

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[16] https://globalmigrationgroup.org/system/files/7._Chapter_4.pdf
[17] Empowering young people in Africa through media and communication. UNESCO 2019
[18] https://www.nationsencyclopedia.com/Africa/Guinea-Bissau-ETHNIC-GROUPS.html
[19] UNDP, 2019
[20] https://www.unicef.org/guineabissau/social-policy-and-monitoring-evaluation

goods and services.[21] Those factors are a direct consequence of an inefficient justice system, limited capacity of oversight institutions, including parliament and civil society organizations, a stagnant economy over several years, weak state institutions, especially at the local level, insecurity and instability during electoral exercises, poor management of natural resources; and low production of highly differentiated goods and services accessible even to low-income populations. The political-military dynamics of the country, including failed elections that resulted in the capture of the State by elites, the legacies of both colonial and post-independence centralized systems, the impact of climate change, and an economy based on raw cashew exports constitute some of the root causes of the current situation.

Since the lingering political crisis that erupted in August 2015,[22] youth and adolescents have become increasingly exposed to political instrumentalization by various sides as the negative rhetoric, used to construct persuasive arguments in political debate, increased.[23] Civic and political marches for and against the status quo were suspected of including paid marchers and trouble makers, most of them youth. These marches have added to the climate of instability. Even adolescents, while not in the voting age-group, have been seen to participate in demonstrations and are at potential of becoming unwilling part of disruptive activities. Adding to this situation there is a perceived deprivation that both young adults and adolescents feel about their right to participate in decision-making at any level.[24] One of the failings of the current system is that it does not meaningfully involve all stakeholders, especially the marginalized groups, such as the youth and adolescents. "Young people have no voice in political parties, and civil society is only timidly involved in monitoring elections. In fact, the barriers of youth participation originated from the lack of knowledge of their civil rights and civic education. Young people do not know, do not interact with, and do not question their representatives. The country's biggest challenge is changing the mentality of young people and showing them that they must support the common good, not political personalities. Young people also need to recognize their importance in a democracy. Voting is just one step in a process that must accompany good governance. Young people must interact with and question their representatives and hold them accountable." *Saibana Balde,* **DEMWORKS,** *Jan 2029*

In 2014, the Government of Guinea Bissau developed the Natonal Strategic Plan, *Terra Ranka* (meaning *"Fresh Start"*), to implement the new 2015-2025 vision.[25] It seeks to turn the page on three decades of poverty and violence and achieve profound transformation within 10 years, culminating in "a positive Guinea-Bissau that has achieved political stability through inclusive development, good governance and preservation of biodiversity". To achieve this vision, *Terra Ranka* calls for the reform of the justice, defence and security sectors, as well as modernization of the State, strengthening of democratic institutions and social cohesion, promotion of inclusive economic development, the sustainable management of natural resources, and high-quality basic services. *Terra Ranka* is focusing on five pillars (a) peace and governance; (b)

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[21] Guinea Bissau: Turning Challenges into Opportunities for Poverty reduction and Inclusive Growth. WBG, 2016

[22] https://www.accord.org.za/conflict-trends/ecowass-efforts-at-resolving-guinea-bissaus-protracted-political-crisis-2015-2019/

[23] https://www.un.org/peacebuilding/sites/www.un.org.peacebuilding/files/documents/guinea-bissau_two-pager.pdf

[24] https://www.demworks.org/guinea-bissau-perspectives-challenges-democracy-and-youth-participation

[25] GUINÉ-BISSAU 2025. STRATEGIC AND OPERATIONAL PLAN 2015-2020 "Terra Ranka"

biodiversity and sustainable use of natural resources; (c) urban infrastructure development to provide the necessary bases for development; (d) human development; and, (e) business environment and private sector development for a more conducive business context (*Figure 1*).

Figure 1. National Strategic Plan 2015-2025 Terra Ranka, foundations and pillars

Source : www.teraranka.gov.gw

1.4 PBF Overview

The United Nations Peacebuilding Fund (PBF) is a multi-year standing trust fund for post-conflict peacebuilding, established in 2006 by the UN Secretary General out of the recognition that among the impediments to successful peacebuilding is the scarcity of resources, most notably financial resources. The fund aims therefore to extend critical support during the early stages of a peace process and is, therefore, the organization's financial instrument of first resort to sustain peace in countries or situations at risk or affected by violent conflict. The Fund invests with United Nations entities, governments, regional organizations, multilateral banks, national multi-donor trust funds or civil society organizations. In 2016, the United Nations General Assembly and the Security Council, with the Sustaining Peace Resolutions, encouraged to pay greater attention to the **preventive means** of dealing with the causes of conflict, the idea being to reduce the need for the international community to cope with the consequences of armed violence.[26]

1.5 PBF Projects in Guinea Bissau

PBF Intervention through UN funding covers different, mutually reinforcing sectors: dialogue and national reconciliation, strengthening of the formal and informal justice sectors, and women and youth empowerment, as well as strengthening professional and conflict-sensitive media as a cross-cutting issue. The Peacebuilding Fund in Guinea Bissau came up with a new portfolio consisting of six Immediate Response Facility (IRF) projects running from January 2018, leading up to the presidential election in 2019. The projects adopted a bottom-up approach, that involved working with civil society and local partners.

As far as PBF partnerships are concerned, the 2017 reprogramming exercise contributed to a closer collaboration between UN Special Political mission to Guinea-Bissau (UNIOGBIS) and

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[26] https://www.un.org/peacebuilding/fund

the UN Country Team (UNCT). In addition, PBSO worked closely with the Global Focal Point on Police, Justice & Corrections in the development of the current justice project, which supports political and institutional stabilization for peace consolidation in Guinea-Bissau and is jointly implemented by the United Nations Development Programme (UNDP) and the United Nations Children's Fund (UNICEF). Guinea-Bissau has been on the agenda of the Peacebuilding Commission (PBC) since 2008. Chaired by Brazil, the Guinea-Bissau configuration has continuously followed the development and implementation of the PBF projects in the country through briefings from government officials, civil society, and UN representatives on the ground.

Table 1: Overview of PBF Projects in Guinea Bissau

Project Name	Partners	Link	Budget	End date
Support to political and national dialogue in GB	UNDP UNIOGBIS PAS	www.http://mptf.undp.org/factsheet/project/00108244	$ 807,328.00	30-Oct-19
Boosting the media sector for greater Peace and Stability in Guinea-Bissau	UNIOGBIS PIU UNDP	www.mptf.undp.org/factsheet/project/00108245	$ 801,877.00	30-Mar-20
Vers un nouvel équilibre en Guinée-Bissau: créer l'espace pour une réelle participation de la femme dans le règlement pacifique des conflits et la gouvernance (NUNO)	Interpeace Voz di paz	www.mptf.undp.org/factsheet/project/00104809	$ 961,898.00	30-Sep-20
Mobilizing rural Youth and adolescents to serve as peacebuilding leaders	UNICEF UNDP SWISSAID	www.mptf.undp.org/factsheet/project/00108256	$ 1,564,821.00	31-Jan-20
Supporting Women's and Youth Political Participation for Peace and Development in Guinea-Bissau	UN WOMEN UNFPA WFP TINIGUENA	www.mptf.undp.org/factsheet/project/00108258	$ 1,775,482.00	21-Mar-20
Supporting political and institutional stabilization of the Justice sector for peace consolidation in Guinea-Bissau	UNDP UNICEF	www.mptf.undp.org/factsheet/project/00108261	$ 1,992,618.00	30-Apr-20
Placing Women at the center of Justice Reform in Guinea-Bissau	UNDP UNWOMEN GU UNIOGBIS	www.mptf.undp.org/factsheet/project/00113214	$ 1,000,000.00	21-May-20
Political Stabilization and Reform through Confidence Building and Inclusive Dialogue	UNIOGBIS-PAS GU	www.mptf.undp.org/factsheet/project/00119912	$ 2,000,000.00	31-Dec-22
Secretariat: Support to project coordination and monitoring	UN	www.mptf.undp.org/factsheet/project/00119443	$ 799,611.00	28-Feb-21
Strengthening the justice and security sector response to drug trafficking and transnational organized crime to reduce insecurity in Guinea-Bissau	UNDP UNODC IOM UNIOGBIS-CDTOC	www.mptf.undp.org/factsheet/project/00119444	$ 2,000,000.00	28-Jan-22

Source : UN PBF Secretariat, Guinea Bissau

2. Evaluation Object

2.1 The Project: RY-PBL (PBF) "Mobilizing rural youth to serve as peacebuilding leaders"

With the national elections on the horizon (2018 and 2019), the RY-PBL (PBF) project funded by UN Peacebuilding Fund (PBF) was intended to mitigate the effects of the above described instrumentalization of youth and adolescents[27]. The project was implemented from December 2017, for 26,5 months, with the aim to "Mobilize rural youth to serve as peacebuilding leaders", implemented by the United Nations Development Program (UNDP) and the United Nations Children's Fund in Guinea Bissau (UNICEF)" in the Regions of Cacheu and Gabú. The reason for this choice was because the two provinces are bordering conflict situations and experience presence of refugees as well as the phenomena of migrations.

Figure 2:   *Map of Guinea Bissau*

Source: Guinea-Bissau Map (Political) – Worldometer

A total of US $1,564,821 was allocated to the project, with UNICEF Guinea Bissau office receiving US $ $770,731 for activities targeting adolescents while UNDP received US $ 794,090 for activities targeting youth. In total the project directly benefitted 1,184 adolescents and 1,575 youth and indirectly most adolescents and youth in the regions of Cacheu and Gabú[28].

The partners involved in the project were SWISSAID (CSO) working with UNDP on Youth (17-35 years), ANADEC (CSO) working with UNICEF on Adolescents (12-16 years), as defined by the project, and INDE-Ministry of Education to cater for children Out of School as direct partners. *(Table 2)*

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[27] https://www.un.org/peacebuilding/sites/www.un.org.peacebuilding/files/documents/guinea-bissau_two-pager.pdf
[28] Project Reports SWASSAID and ANADEC

Table 2: Brief presentation summary of the evaluation's object

Title of the project/program	Mobilizing rural youth to serve as peacebuilding leaders
Country	Guinea Bissau
Sources of project funding	UN PBF
Total budget	US $1,564,821 [UNICEF (US $ $770,731) UNDP (US $ 794,090)]
Project duration	26,5 months
Main objective	Peace Building
Components	axes, effects, products, etc See *Figure 4*
Expected beneficiaries	17-35 years 485,000 peacebuilders; 141,800 youth leaders; Women: N/A Men: N/A 12-16 years 484,413 life skills; 138,579 safe space communication; Girls : N/A Boys : N/A

Partners (institutional & implementing agencies)	Direct partners: SWISSAID (CSO), ANADEC (CSO), INDE (GOV)
	Other partners among Civil Society Organizations were:
	    o ONG Palmeirinha (Community Radio Network)
	    o National Youth Network - RENAJ
	    o National Network of Young Women Leaders (RENAJELF)
	    o Youth Associations Network (RAJ)
	    o National Council of Youth (CNJ)
	    o Rural Forum for Peace and Population (FJP)
	    o National Confederation Student Associations Guinea-Bissau (CONAEGUIB)
	    o Association of parents and guardians of students (APEEA)
	    o Political youth
	    o Associations of Rural Communities in Gabú and Cacheu Regions
	    o Regional youth centres and associations in Gabú and Cacheu
	As part of Government RY-PBL (PBF) project partnered with:
	    o Ministry of Education
	    o National Institute of Youth (INJ)
	    o Secretary of State for Youth
	    o Culture and Sport, Ministry of Youth and Employment
	    o National Directorate of Employment and Vocational Training
	    o National Institute of Statistics
	    o National Institute of Studies and Research (INEP)
	    o Biodiversity and Protected Areas Institute (IBAP)
	    o Regional Education Directorates
	    o Children's Parliament
	    o State Secretariat of the Plan and Regional Integration
	    o Regional Police Offices of the Plan.

Source: PBF-IRF-210_Guinea-Bissau_ProDoc

Other UN agencies involved were IOM and UNWOMEN.

From the management perspective, at the beginning of the project, two coordination structures were created, one national and the other regional. These two structures had respectively the following functions:

1. National Coordination Committee for monitoring and coordination, bringing together the heads of the National Associative Networks, RENAJ, FÒRUM, CNJ, IJ and FONDINKEIA,

2. A Regional Coordination Committee for implementing the work on the ground, gathering the regional leaders of the Youth Association Networks *(Figure 3)*

Figure 3:   RY-PBL (PBF) Project Partners
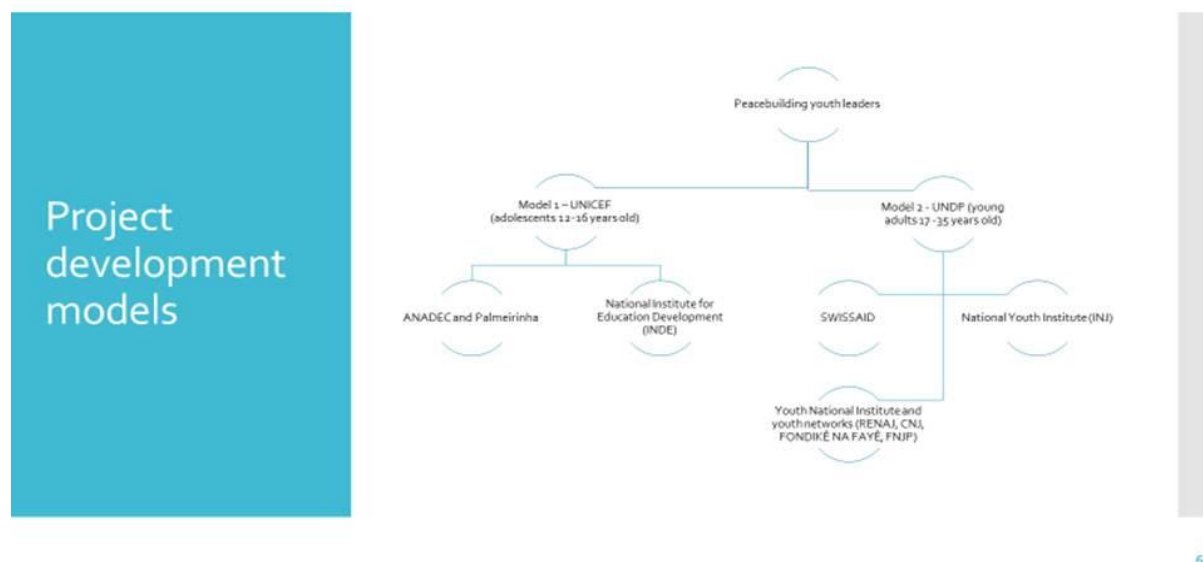
Source: UNICEF Guinea Bissau

2.2 PBF UNICEF/UNDP Logic Framework

The project was focusing on adolescents and youth with special emphasis on Education and Life Skills as per their mandate. The structure of the said PBF project is described in *Figure 4* (see next page).

Figure 4:   RY-PBL (PBF) Project Structure
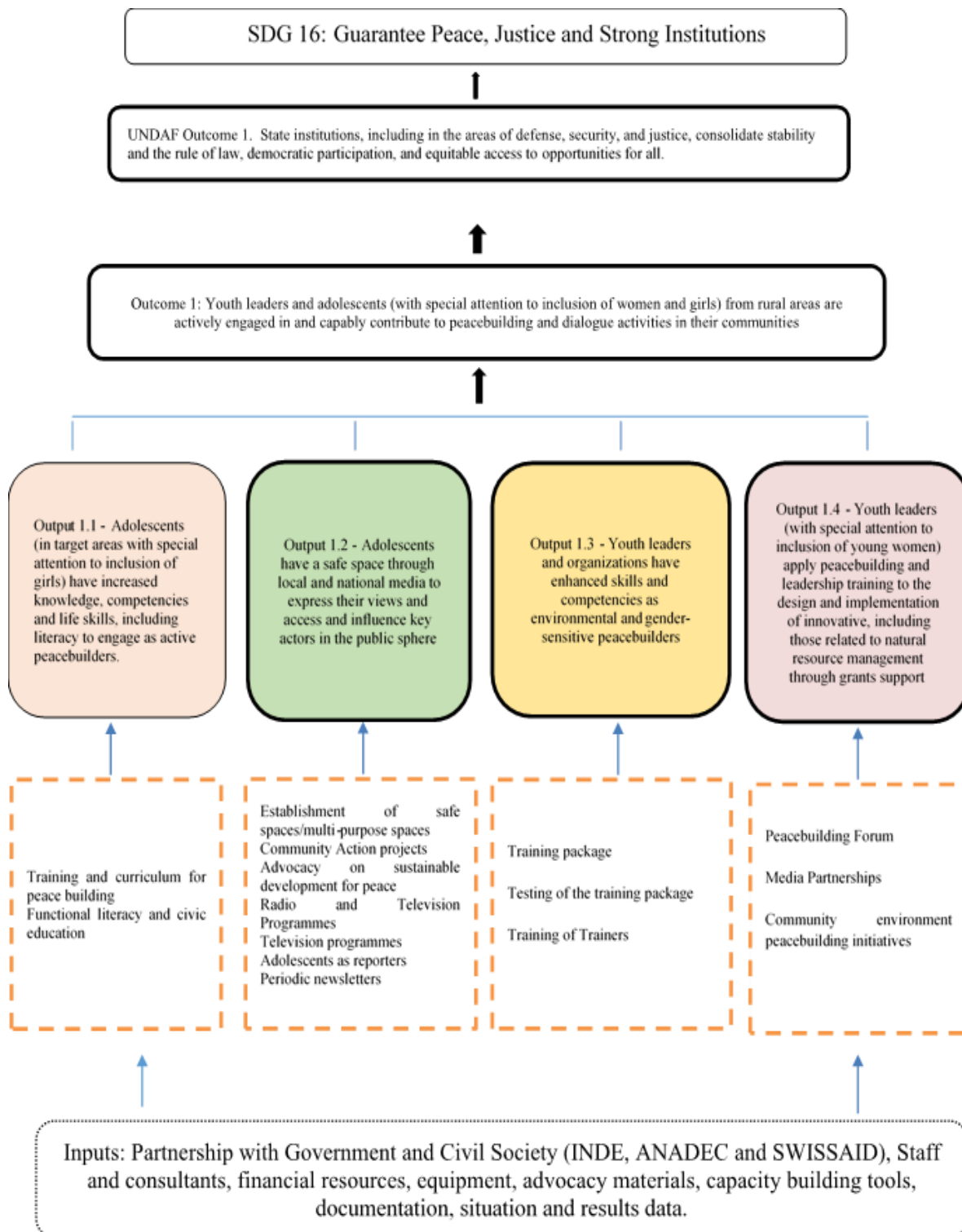
Source: PBF-IRF-210_Guinea-Bissau_ProDoc

2.3 RY-PBL (PBF) Project Theory of Change

The RY-PBL (PBF) project ToC, as described in the project agreement (see *Figure 5*), was designed to orient the programming/implementation of the intervention as stated in the project Outcome 1: youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas are actively engaged in and capably contribute to peacebuilding and dialogue activities in their communities. Principal areas of focus were mainly on adolescents and youth leaders in the 2 targeted regions, with special attention to inclusion of girls, to increase knowledge, leadership, competencies and life skills, including literacy to engage as active peacebuilders, as well as strengthening linkages with local institutions and other similar interventions. Moreover, it was paramount to institute channels where youth, particularly women and girls, could express their voice, participate, and influence processes that affect them, and hold the Government accountable. The ToC narrative is attached below.

Figure 5:   Extract of ToC from project agreement

Theory of Change

A number of factors and dynamics are contributing to the vulnerability of youth and adolescents and making them prone to manipulation by various actors for destabilizing and socially detrimental purposes. The premise of this project is:

If more adolescents and youth develop and have the necessary leadership and life skills, literacy, knowledge of how to use the media, and peacebuilding competencies and if they are supported in their efforts to advocate for more inclusive decision making at the community level and if afforded opportunities to engage with decision makers so that they can apply the knowledge and skills acquired then these adolescents and young adults will be more likely to have the confidence and capacities to effectively participate in the management of the challenges that affect their lives (including resource management issues) and thus become drivers of peace in their communities. If they have the skills and confidante to engage with local government structures they will be in a better position to advocate for more inclusive decision making around local development planning and implementation. They will also have better skills for overseeing basic service delivery and giving leaders feedback that can enhance accountability and transparency in the delivering of basic services.

In addition, if these youths have more effective life and problem-solving skills, then there is a greater likelihood that they will have greater resilience to the kinds of manipulation and exploitation that contribute to political instability and perpetuate their vulnerability and better prepared to assume the role of a responsible citizen.

If both the young adults and adolescents have resiliencies to manipulation and exploitation and are more engaged in their communities in positive ways, they will not be adding to the political chaos. If they are not adding to the political instability they will be contributing to the processes of stabilization and even create positive political reverberations.

If the project is able to foster the creation of effective, age-appropriate and contextualized leadership training models focused on building youth resilience, UNDP and UNICEF will each have a potentially catalytic age-appropriate leadership training model to upscale and disseminated nation-wide with the help of other donors.

Source: PBF-IRF-210_Guinea-Bissau_ProDoc

A visualization of the ToC with an elaborated structure is found in *Annex 4*.

2.4 Evaluation Purpose

This evaluation has a double purpose: (i) accountability, and (ii) organizational learning. As for accountability, this evaluation had to meet the requirement to account for the use of resources allocated to UNDP and UNICEF for the implementation of the RY-PBL (PBF) project to donors (vertical accountability) and beneficiaries (horizontal accountability).

As for learning, the evaluation was expected to generate evidence on the performance of the implementation of the RY-PBL (PBF) project, to serve as the basis for strategic directions on the implementation of other peace building initiatives.

Specifically, in Guinea-Bissau, the evaluation was to provide the government and its partners with recommendations for future initiatives in the field of peace building and governance. The results of the evaluation will be used by a wide range of stakeholders including the Donor (UN PBF), UNICEF, UNDP, partner organizations and beneficiary communities. The expected Users and Use are outlined in *Table 3* below.

Table 3:   Expected users and uses of the evaluation

Users	Possible use
Donor: UN PBF, UNICEF, and UNDP	Ensure that funds have been used in an effective way and project objectives have been met.
	Improve newly planned peace building initiatives based on lessons learnt from this evaluation.
Other Partners: ANADEC, Palmeirinha, INDE, SWISSAID, Radio Jovem	Improve their operational practice and future peace building programming.
Communities/beneficiaries	The results of this evaluation will stimulate them to be more involved in peace building and decision making on issues affecting them

Source: RY-PBL PBF Evaluation Team

2.5 Evaluation Objectives

To fulfil its purposes, the evaluation had the following main objectives which were:

   i.   To determine the relevance, effectiveness, efficiency, sustainability, and where possible, the impact of the Peace Building Project;
  ii.   To analyse the challenges in implementing the peace building initiative (including the risk of political recuperation during times of political instability);
 iii.   To identify lessons learned about what worked and what did not work about the PBF project, including unexpected outcomes (positive and negative);
  iv.   To make operational recommendations for strategic directions for other peace building initiatives.
   v.   To assess the extent to which the PBF project was integrated with equity and gender in its design, implementation and monitoring.

2.6 Evaluation Scope

2.6.1   Thematic scope

The evaluation covered; (i) the chain of specific expected outcomes (expected inputs, products and impacts); (ii) adapting and implementing global guides; (iii) execution strategies; (iv) good practice in the context of implementation; (v) coverage of interventions; and (vi) national ownership and sustainability in the two regions (Cacheu and Gabú) covered by the project. It is to be note that the evaluation covered all planned and implemented activities. One **activity** (Knowledge Fair) was suspended due to COVID-19 outbreak and restrictions.

2.6.2   Geographic scope

The literature review covered all activities carried out as part of the implementation of PBF project in the two areas (Cacheu and Gabú) within the country.

Figure 5:   RY-PBL (PBF) Project Targeted Areas in Gabû and Cacheu Regions
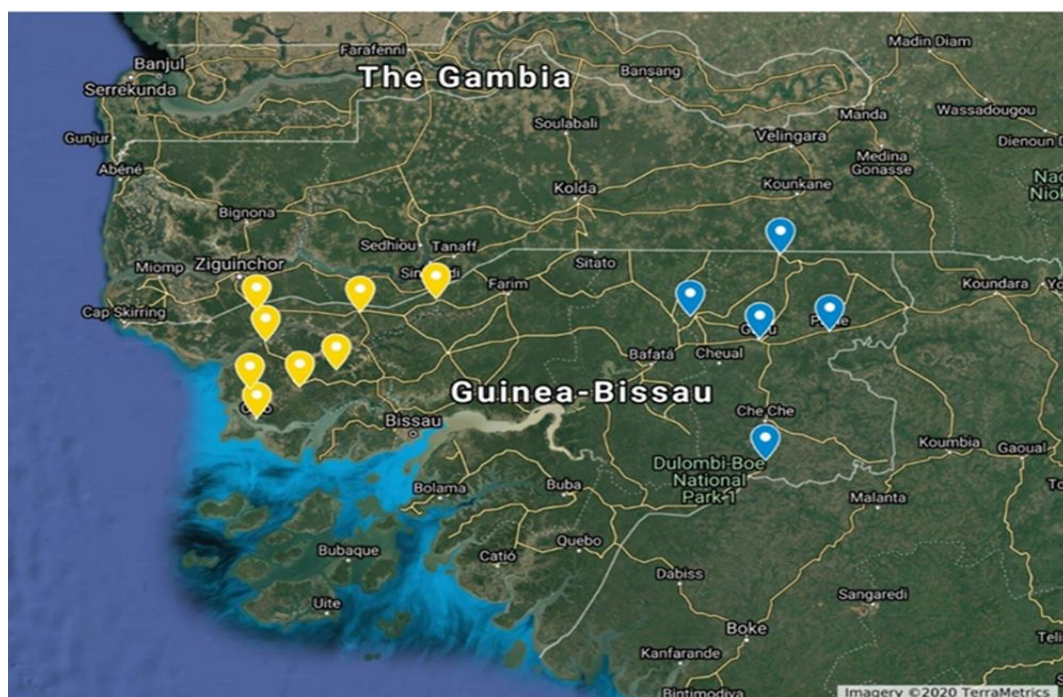
Source: RY-PBL PBF Coordinator

2.6.3   Chronological scope

The period covered for this evaluation was from 19 December 2017 up to August 2020 (i.e. 18 months plus 7 months no cost extension plus 6 weeks grace).

3. Evaluation criteria and questions

The evaluation was guided by six (6) criteria: 5 OECD criteria (Relevance, Effectiveness, Efficiency, Impact and Sustainability) and one additional Gender, Equity and Human Rights criterion. The questions (grouped by criteria) were suggested by the UNICEF Country Office[29]. Questions were tailored "*to determine the relevance and fulfilment of objectives, developmental relevance, efficiency, effectiveness, impact and sustainability*" of efforts supported by the agencies, in this case UNDP and UNICEF, for PBF activities. The issue of gender and equity was also addressed.

For each one of the six criteria, a brief definition is provided below:
- Relevance refers to the extent to which the project is suited to the priorities and policies of the target group, recipient and donor.
- Effectiveness is a measure of the extent to which the project attains its objectives.
- Efficiency measures the outputs (qualitative and quantitative) in relation to the inputs.
- Impact refers to the positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended.
- Sustainability is concerned with measuring whether the benefits of the project are likely to continue after donor funding has been withdrawn.
- Gender, equity and human rights is concerned with the extent to which equal rights of women and girls, basic fairness of the processes and outcomes of decision making, and basic human rights of people are promoted and respected.

The questions of the ToRs (*ANNEX 1*) were taken into consideration and specific questions were designed, while developing evaluation methodology, to obtain detailed responses from the target audience as indicated in the findings section. Evaluation questions *(Table 4)* were organised into an evaluation matrix allowing structuring the evaluation *(ANNEX 5)* [30]. The evaluation matrix was based on the evaluation questions, and presented as; (i) main questions, (ii) sub-questions, (iii) data collection methods, (iv) data sources; (v) judgment criteria, and (v) data analysis. Evaluation tools were developed to answer and address each evaluation question.[31]

Table 4: Evaluation Questions

a) **Relevance**
1.a If there was an assessment of the needs of the most disadvantaged at the start of the initiative, to what extent did the planning of the PBF project interventions considered its results?
2.a To what extent has the implementation of the PBF project considered the needs of beneficiaries (adolescents and youth, girls and boys, women and men) as well as the most disadvantaged groups (and especially disadvantaged young adolescents)?
3.a To what extent is the approach flexible and considers the different agendas of beneficiaries?
4.a To what extent have been the different monitoring and evaluation strategies adapted to measure the results of the programme? And how could they be improved?
b) **Effectiveness**
Results

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[29] ANNEX 1
[30] ANNEX 5
[31] ANNEX 1

1.b To what extent did the PBF project achieve its intended objectives? 2.b To what extent has the project provided youth involved with a useful skill (literacy, life skills, entrepreneurial and leadership skills)? 3.b To what extent have the results achieved contributed to the country national objectives? *Process* 1.b To what extent has the understanding of the project by actors (NGOs, regional and sector authorities, Tabancas, youth organizations) influenced its progress? 2.b To what extent have planned activities over the implementation period achieved the results (quantity and quality) where gaps are not covered by other partners or the government? 3.b To what extent have established partnerships promoted or hindered the achievement of the desired outcomes.	

c) Efficiency
1.c To what extent were financial resources, human resources and supplies: - sufficient (quantity)?   - adequate (quality)?   - distributed/deployed in a timely manner?   2.c To what extent could the same results have been achieved by other less expensive alternatives?   3.c What management factors have improved or reduced the efficiency of the experience?

d) Sustainability
1.d To what extent have the Government and central and de-concentrated levels, NGOs and communities taken ownership of the PBF initiative?   2.d To what extent have the necessary conditions for the ownership of interventions by the government and communities been put in place by UNICEF?   3.d To what extent have dimensions of the PBF project been incorporated into national peace building practices?   4.d What are the factors that influence the sustainability of the Peace Building Project outcomes?

e) Impact
1.e To what extent did the PBF project contribute to increased participation of adolescents and youth (girls and boys, women and men) in peace building efforts and decision making?   2.e To what extent the PBF project has contributed to positive and/or negative changes observed among beneficiaries (adolescents, young people, parents, communities, etc.)?   3.e To what extent has the PBF approach helped influence the perception of families, beneficiaries and communities about their role in peace building and decision making?

f) Gender and equity
1.f To what extent were Gender, Human rights and Equity principles duly integrated in the design and delivery of the project?   2.f To what extent did the PBF project identify and tackle the barriers that prevent girls' and women's access to the services that it made available in the targeted communities?   3.f To what extent did the project contribute to equal opportunities in political participation and decision making?

Source: RY-PBL PBF Evaluation TORs

4. Evaluation Methodology

4.1 Overall approach

This evaluation employed a mix of methods that involved both qualitative and quantitative data collection and analysis. This evaluation made use of Appreciative Inquiry, as an analytical approach to identify social changes through thematic analyses identified patterns across the text, as a method for the recurring understandings from data gathered from the primary data collection tools. The purpose of using multiple mixed methods was to triangulate data from different sources to formulate the findings and to provide the most relevant and credible answers to the evaluation questions. The methodology included an analysis of existing data from the RY-PBL (PBF) project proposal, the baseline study reports, small grants subventions requests, and other relevant documents like Government policies; and an analysis of the information collected through semi-structured and structured interviews, focus groups, observation and inspection in communities.

4.2 Data collection tools and methods

The evaluation drew conclusions based on both qualitative and quantitative methods. Identifying themes across the text was a process of constant comparison and involved the use of Atlas ti and STATA software, to recognize the best that the RY-PBL (PBF) project was able to achieve. This was to affirm the past and present strengths, successes, and potentials areas of improvement while recognising areas where it had worked well through programme beneficiaries and key stakeholders

4.2.1 Qualitative methods

Qualitative data was collected through semi-structured and structured interviews, key informant interviews (KIIs), for a total of 101 among young leaders, animators, administrators, local leaders (Government/Traditional Leaders/Churches), NGOs & CBOs, and UN PBF Secretariat. As part of in-depth interviews, Likert scales were used to enable respondent to rate their level of agreement with key themes of interest to the evaluation. The Likert Scale included a scale from 1-10 with 1 being in disagreement, and 10 being in full agreement with the proposed statements. 18 focus groups were carried out for a total of 128 youth as well as observation and inspection in sampled communities, to respond to the evaluation matrix categories and questions *(ANNEX 16 – distribution of sex according to different categories).* All the primary data was collected using an "Open Data Kit (ODK)" an online application from which tools were customized and coded for ease of data collection from the selected stakeholders (FGD with adolescents and youth, girls, animators, local authorities, and other) as needed through a local team. The primary tools were designed in "Excel" forms, then later converted to "XML" files with checks for data collection. The tools were then uploaded to an online cloud system for data management.[32] [33]

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[32]http://juglobalchangeprogram.org/gcp/working_paper_file/220cc9c92146a4bcaeb8e074971df43eWorking%20paper_GCPJU1502_ODK%20Tutorial.pdf

[33] The Open data Kit is a free, open-source suite of tools that allows data collection using Android mobile devices and data submission to an online server, even without an Internet connection or mobile carrier service at the time of data collection. This was to help the analyst to be able to cross-check submitted data on real-time before the next interview for any inconsistences if discovered. This streamlined the data collection process with ODK Collect by replacing traditional paper forms with electronic forms that allow text, numeric data, GPS, photo, video, barcodes, and audio uploads to an online server, thus improving the analysis process when data has been downloaded for analysis based on the indicators.

4.2.2 Quantitative methods

Documentary review was carried out. A total of 100 documents were read and analysed. Of those 80 documents were internal documents, including project documents, quarterly and final reports of PBF subgrantees UNICEF and UNDP, and IPs, both narrative and financial reports. Quantitative data was further extracted from this pre-existing documentation apart from final reports that were received after field work was carried out. Around 20 documents from government policies, other in-country PBF projects and international policies, including SDGs were read and a triangulation of information was carried out. Project reports, PBF proposals, baseline study reports, small grants subventions requests, and other relevant documents were associated with individual project documentation and analysed indicators by indicators.

4.3 Data Analysis and Management

4.3.1 Qualitative Analysis

Analysis of Key Informant Interviews and In-Depth Interviews

The first step of this analysis process involved reading the full transcripts, becoming familiar with the data, and noting the themes and concepts that emerged. This was followed by the use of an analysis matrix for each theme and then later coded for analysis through Atlas ti. When all the matrices were complete, themes were allocated codes which were uploaded into Atlas ti for analysis with all the documents. Highlights were allocated according to the wordings with the different thematic quotes as they were emerging across all the qualitative texts within the transcripts. This process explored patterns of similarities and differences across interviews and between regions and communities as they were categorized. Observations and inspections were carried as data collection tools in the Sectors and Communities of project intervention. Those were related mostly to peacebuilding and harmony within a given community, among sexes and generations. Report of those observations were transcripted and exported into STATA and coded verbatim based on thematic areas.

Analysis of Focus Group Discussions (FGDs)

All the tools used for the FGD had discussion guides that included standard opening statements for use by the moderator to clarify FGD processes and participant roles. These were structured in-such way that participants were encouraged to respond mostly to the moderators and not to one another. FGDs were composed of 4 to 8 participants that were interviewed for approximately 1 to 2 hours. A translator speaking the local language was availed in cases the interviewees wouldn't speak Portuguese. FGDs were translated and transcribed in English. The analysis was done manually using a matrix. The unit of analysis was the focus group. All transcripts were read several times; codes identified and grouped into categories. The clustered categories were subsequently interpreted for the latent meaning and organized into themes. Relevant and substantial quotations were used to enrich the data discussions.

4.3.2 Quantitative Data Analysis

Data was entered into ODK for data management where validation rules were employed. The choice of using ODK allowed electronic text, numeric data, GPS, photo, video, barcodes, and audio uploads to an online server, thus improving the analysis process when data has been downloaded for analysis based on the indicators. This also reduced the amount of time required

to employ data entrants for data capture who are prone to error at entry is the concept is not well understood. The data was exported, cleaned, and then analyzed with STATA 15.0. Descriptive and cross-tabulations were used for purposes of providing simple summaries about the sample and to determine the relationships across the different groups of participants in the evaluation.

4.4 Sampling strategy

4.4.1 Sampling method

The evaluation made use of a multistage sampling procedures, where the sample selection involved a combination of different sampling methods: systematic sampling when selecting communities by different implementing partners and purposive sampling for the coordinators who were known for being part of the project implementation and having the required responses as contact persons. The evaluation targeted communities in Cacheu and Gabú to conduct FGDs with youth leaders, adolescents and animators while considering gender sensitivity for all the PBF activities that were funded by UNICEF and UNDP and implemented by ANADEC, PALMEIRINHA, SWISSAID within the two regions. The target population was accessed through their respective communities, located in rural, urban, or peri-urban area, according to a list of 48 targeted communities, provided by the project coordinator. Prior to the sample selection, the sample frame was determined.

4.4.2 Sample frame

The sample frame for this evaluation consisted of 48 Communities in Cacheu & Gabú Regions, (according to administrative organisation of Guinea Bissau i.e. Region-Sector-Town/Village), in which activities funded by authorities, funders and implementing partners were implemented for the period 2018-2020 *(ANNEX 15)*. The overlapping presence of both UNDP and UNICEF in some Communities was considered during sampling exercise. *(Table 5)*.

Table 5: Communities involved in the RY-PBL (PBF) Project

Number	Sector	Town/Village	UNICEF	UNDP	UNICEF/UNDP
1	Gabú	Saré Deló		X	
2	Gabú	Sintchã Seco/Alai		X	
3	Gabú	Tassilima/Paiama	X	X	X
4	Gabú	Cóbóto		X	
5	Gabú	Ponhe Maundé	X	X	X
6	Gabú	Sintcha Sabo	X		
7	Sonaco	Tonha-Taba	X	X	X
8	Sonaco	Sintcha Ulo	X		
9	Sonaco	Cutame	X		
10	Sonaco	Lenquetó		X	
11	Sonaco	Saucunda/Fulamori		X	
12	Pitche	Canquelefã		X	
13	Pitche	Saradjidé		X	
14	Pitche	Mandina Mandinga	X	X	X
15	Pitche	Sintcha Benfica	X		
16	Pitche	Sampaiai	X		
17	Pirada	Darosalam		X	
18	Pirada	Amedalai	X	X	X
19	Pirada	Marue	X		
20	Pirada	Camalidja	X		

21	Boe	Sutumaca	X	X	X
22	Boe	Pataqui	X	X	X
23	Canchungo	Pelundo	X	X	X
24	Canchungo	Djol		X	
25	Canchungo	Ponta Batista		X	
26	Canchungo	Pandim	X		
27	Canchungo	Caio	X		
28	Canchungo	Catchobar	X		
29	Cacheu	Mata		X	
30	Cacheu	Tchur		X	
31	Cacheu	Tchur-Brick	X		
32	Cacheu	Capo	X		
33	Bula	Ponta Valentim		X	
34	Bula	Augusto Barros		X	
35	Bula	Co	X		
36	Bula	Capafa	X		
37	Calequisse	Calequisse	X	X	X
38	Caió	Djeta/Caio		X	
39	São Domingos	Djegué		X	
40	São Domingos	Djunfunco		X	
41	São Domingos	Blol		X	
42	São Domingos	Varela Ial	X	X	X
43	São Domingos	Madina		X	
44	São Domingos	Arame/Djobel	X	X	X
45	São Domingos	Mbaiam	X		
46	Bigene	Carabane	X	X	X
47	Bigene	Sintcha no djuda n'uturu	X		
48	Bigene	Tarreiro	X		

Source: RY-PBL PBF Coordinator

4.4.3   Sample selection

In the first stage of sampling, all 48 communities from the defined sample frame from Cacheu & Gabú were selected to take part in the evaluation[34]. These communities were stratified by region decile (Cacheu & Gabú), and by implementing partner. Thus, with the aim to improve precision of estimates made from data provided by the regional perspective. The statistician then took an independent sample within each group (Cacheu & Gabú) as detailed below. This kind of sampling strategy is used because there is a belief by evidence that responses from communities can differ by size and decile characteristics,[35]. Deciles, which are a number from 1 to 10 roughly indicating the socio-economic characteristics of the families in the Communities.[36] It's through this step-by-step selection process that the target audience / population was identified to be included within the FGD.

With two decile bands (Cacheu & Gabú) and three categorized implementers in the community's groupings', the sample frame was divided into mutually exclusive groups (stratum), from each of which an independent sample was drawn. *Table 6* shows the number of communities defined by each stratum, for the number of communities that was selected from the sampling frame.

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[34] ANNEX 16
[35] Wylie, Brewerton and Hodgen 2011
[36] Hodgen, Ferral and Dingle 2006

Table 6:   Strata by implementers communities in 2018 - 2020 sample frame

Region	ANADEC/PALMEIRINHA	SWISSAID	SWISSAID/ANADEC/PALMEIRINHA	Total
Cacheu	10(21%)	11(23%)	5(10%)	26(54%)
Gabú	6(13%)	8(17%)	8(17%)	22(46%)
Total	**16(33%)**	**19(40%)**	**13(27%)**	**48(100%)**

Source: RY-PBL PBF Evaluation Team (Statistician)

The number of communities to be sampled from each stratum was proportional to the number of communities in each stratum, given the total number of communities desired for the entire sample in the sampling frame. Table 5 shows the sampling frame, where 16 communities where chosen from ANADEC and PALMEIRINHA implemented activities, 19 communities were from SWISSAID implemented and 13 communities were overlapping between the three implementers (SWISSAID/ANADEC/PALMEIRINHA). The table below further shows the computation estimates for determining the number of communities sampled from each decile band, for both institutions (UNDP & UNICEF) through their implementing agencies.

The number of communities to be drawn from each stratum was determined in the same way. The full sample distribution for the period when the project RY-PBL (PBF) provided list of communities is shown in *Table 8* below; the percent of the total for each strata is the same as in the sample frame.

Table 7:   Calculations for stratum allocation, by implementer

Region	ANADEC/PALMEIRINH (n)	Proportion	Communities to Visit
Cacheu	10	0.2083	2
Gabú	6	0.1250	1
Region	**SWISSAID(n)**		
Cacheu	11	0.2292	3
Gabú	8	0.1667	1
Region	**SWISSAID/ANADEC/PALMEIRINH (n)**		
Cacheu	5	0.1042	1
Gabú	8	0.1667	1

Source: RY-PBL PBF Evaluation Team (Statistician)

Within each stratum, each community was given an equal probability of being sampled, and the numbers shown in *Table 8* were drawn independently from each stratum by simple random sampling. It was important to note that every community had the same probability of selection in any other stratum.

To account for possible loss and to find the right category of both who benefited and those who did not as comparisons of the expectations within the communities and what could be improved in community selection in the next phase, the number of communities was increased to accommodate the extra three communities, thus making the total to 12 communities making it a 25% of the total number of communities. A systematic random sampling without replacements was used to select the villages from each decile band of implementers. A full list of the communities according to decile bands was obtained and a sample was selected at random.

The sample of young leaders to be interviewed was drawn from communities of adolescents and youth in the two (2) regions from which activities were implemented. Participants were recruited based on the list provided by implementing partners which was used as sampling frame. That list also included community and education workers, who were purposively selected on condition that they were involved in the project's implementation at a level of a coordinator or supervisor.

Due to youth mobility/exode to Bissau, insecurity still prone in Gabú and implementation arrangements made by IPs, other Communities were therefore identified and had to be added/replaced to the sample frame. Please see *Table 8* below.

Table 8: Selected Communities for FGDs in Gabú and Cacheu versus realised

Region	Sector	Town/Village	Realised	IPs	Number of Participants	Number of FGD
Gabú	Gabú	Sintchã Sabo	Yes	UNICEF / ANADEC / Palmeirinha	10	1FGD Ado boys and girls (mixt)
	Sonaco	Sintchã Ulo Sampaia*	Yes	UNICEF / ANADEC / Palmeirinha	20	1FGD Ado girls + 1FGD Ado boys and 1 FGD Women
		Lenquetó	Dropped **	UNDP/SWISSAID	0	
	Pitche	Madina Mandinga	Yes	UNDP / SWISSAID/ UNICEF / ANADEC / Palmeirinha	20	1FGD Youth mixt 1FGD Ado boys + 1FGD Ado girls
	Pirada	Amedalai Funtufuntula	Yes	UNDP / SWISSAID/ UNICEF / ANADEC / Palmeirinha	11	1FGD Ado girls + 1FGD Ado boys
Cacheu	Canchungo	Ponta Batista Pelundo	Yes	UNDP / SWISSAID/ UNICEF / ANADEC / Palmeirinha	10	1FGD Ado Mixt
		Caio	Yes	UNICEF / ANADEC / Palmeirinha	10	1FGD Ado girls + 1 FGD Ado boys
		Catchobar	Yes	UNICEF / ANADEC / Palmeirinha	5	1FGD Ado boys and girls (mixt)
	São Domingos	Djegué Elias	Yes	UNDP/SWISSAID	4	1 FGD Women
		Varela Yale	Yes	UNDP / SWISSAID/ UNICEF / ANADEC / Palmeirinha	19	1FGD Ado girls + 1 FGD Ado boys
		Madina Arame	Yes	UNDP/SWISSAID	6	1FGD Youth mixt
	Cacheu	Tchur-Brick	Yes	UNICEF / ANADEC / Palmeirinha	10	1FGD Ado girls
Total					125	18

*Red: replacements   **Yellow: dropped
Source: RY-PBL PBF Evaluation Team

In total, 18/20 FGDs planned were held and 125 youth were reached. Some changes from the original sampling had to be done.

Concerning Key Informants at sector and village's level, the following categories were considered: animators, leaders of youth associations, leaders of women's associations, marabouts, imams, village heads, heads of local NGOs, administrative authorities (Governors and administrators where they are) and village teachers.

From the central level Government, UN, PBF Secretariat and Government key informants were considered.

Table 9: Key Informants interviews in Bissau in the Region of Cacheu and Gabú

	Planned	Interviewed	Comment
PBF Secretariat, UN	12	12	Mostly online among those available
Government	12	5	Governors and Ministries officials were out of the country due to political instability after Presidential elections
NGOs & CBOs	13	10	Only NGOs staff was interviewed. Evaluators were not given contact of CBOs implementing Small Grants.
Youth leaders	36	22	Most youth leaders were not found in the 2 Regions
Animators	24	11	Most animators were not found in the 2 Regions
Local leaders*	70	40	Most administrators had moved to other places
Teachers	20	1	Schools were closed because of lockdown
Total	**187**	**101**	

* Leaders of youth associations, women's associations, marabouts, imams, village heads
Source: RY-PBL PBF Evaluation Team

4.5 Data Collection Quality Assurance

The rigor of qualitative research and trustworthiness of the data and results has been assured. This evaluation considered the following in the research process: credibility (the focus group leader was acting professionally and engaging the focus group participants to establish credibility, also since the recruitment was done through UNICEF implementing partners, local authorities and community centres, thus enhancing trust between the researchers and the subjects as the researcher has been referred from a trusted source); transferability (the evaluation has been using purposive sampling of subjects who have experienced the programme being studied; dependability (the report back and consultation with implementers and stakeholders have been assisting as an external review of the evaluation findings); conformability (the FGDs were audio-taped and transcribed for data analysis verbatim, then combined with notes from the FGD and any reflective notes from the focus group interview leader to assure data were fully included and analysis consistent with established qualitative methods. Exact quotes were used in the report to support interpretation of the themes and findings).

The field coordinator, as part of the evaluation team, has been overseeing the evaluation processes. Day-to-day work of the evaluation team and their logistics were supported by contractual terms. While evaluations are fully independent, any UNICEF or UNDP staff could have accompanied the evaluation team during data collection for quality assurance, however due to travel restrictions because of Covid-19 and security, this wasn't possible. In any case, at Bissau level, and at least online, the evaluation team was expected to work with any responsive person who had been delegated by the funders of the evaluation when required at any point / time, while still maintaining independence. The evaluation team collected inputs

from UNICEF and UNDP on the evaluation questions and detailed its methodological approach, including data collection instruments. The final report will then be approved by the contractor/client prior to dissemination. In addition, UNICEF and UNDP will schedule a presentation of preliminary findings with the PBF Secretariat with view to their validation. A separate validation exercise was scheduled prior to the submission of the final report.

4.6 Data Analysis and Quality Assurance

Evidence was built via triangulation between data from different sources then used for analysis. Themes were obtained and patterns were examined to determine if they were coming from multiple stakeholder levels and multiple stakeholder categories. The triangulation of the data allowed to build on knowledge, establish links among themes, and generating answers to the evaluation questions. The step was made considering both perception and ideas expressed by each category of key informants and Focus Groups about the focus of analysis. Thus, both analysis and interpretation for each theme respected the point of view for each group of key informants; thereafter, were linked, confronted and integrated which facilitated a comprehensive knowledge construction around the theme under analysis.

The process of eliciting themes involved: a) familiarization through careful reading of FGD transcripts and research memos, noted emergent themes; b) open coding in which codes were created based on identified themes, codes were assigned to specific sections of transcripts, and double-coding was conducted on a sample of data to promote inter-coder reliability; c) development of a codebook; d) data reduction in which an inventory was taken of what was related to the given code, captured the variations or richness of each theme and noted differences between individuals or among subgroups; e) displaying of data using matrices and tables; and, f) interpretation of relationships among themes which were searched by concepts identified and developed diagrams in order to map out relationships in the data. Particular attention was paid to the rationale for how themes were grouped, and to the types of messages grouped together. Two investigators, one including the evaluation team leader, reviewed all qualitative data, independently identified emergent themes, and conferred to agree upon final coding and findings. Findings emerging from multiple actors and across multiple levels with different types of stakeholders were highlighted in the report

Figure 6:   *Data triangulation approach*

Focus Group Discussions

(Adolescents (both girls and boys), Youth and Women

PBF Secretariat and Local Authorities

Implementing Partners

Source: RY-PBL PBF Evaluation Team

5. Dissemination and Use

Dissemination and use of findings, conclusions and recommendations had three major phases:

First, preliminary findings will have to be shared with the implementing partners, UNICEF, UNDP, PBF and line Ministries. The purpose of this report back consultation is to ensure that implementers and stakeholders are part of the evaluation findings and assure that the context is well represented. Recommendations for development of future programming had to be included in the final report. The recommendations were to;

 ➢ Link findings and conclusions
 ➢ Being realistic to be actionable
 ➢ Address the needs of evaluation users and uses, identified under evaluation purpose

There was also need for the dissemination of the final report to UNICEF and UNDP through the following avenues: circulation of final report to all implementers and stakeholders in Guinea Bissau; placement of the report on the UNICEF Global, and UNICEF Bissau Websites; presentation of the findings to relevant local forums; consideration of a peer-review publication.

Finally, the findings from the evaluation were to be used by the Guinea Bissau concerned Ministries as lessons learned for future peacebuilding interventions on adolescents and youth.

6. Ethical Considerations

Ethics approval for this evaluation, in line with national requirements, was obtained to guarantee independence, impartiality, credibility and accountability. The evaluators also referred to UNICEF and UNDP institutional regulations on "General Data Protection Regulation" and privacy of the collected information.

The evaluation study also made sure that ethical guidelines were followed in respect to; do not harm principles and respect for the dignity of evaluation participants, obtaining full consent from the participants prior to the evaluation, protection of the data privacy confidentiality, and anonymity of individuals who participated in the evaluation as much as possible.

The evaluation staff followed the ethical guidelines in the identification of participants to mitigate issues that might have caused psychosocial distress and made use of established counselling techniques.[37]

In addition, the evaluation complied to UNEG and UNICEF Ethical Guidelines as follows:
1. Obligations of evaluators such independence, impartiality, credibility, conflicts of interest, accountability, with attention to

 ➢ Independence: affiliations in any forms, sources of funding, as well as any possible conflicts of interests.
 ➢ Impartiality: communicating and answering with honesty and transparency to interviewees and within the evaluation team.

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[37]https://www.unodc.org/documents/evaluation/Guidelines/UNEG_Ethical_Guidelines_for_Evaluation_2020.

- Credibility: avoiding any misleading information and representation of findings in a biased way, by reporting exactly what said and avoiding influencing respondents.
- Conflict of interest: avoiding any previous involvement with the project or interviewees. In fact, evaluators were not implicated with same donors or programs in Guinea Bissau.
- Accountability: answerability and liability for evaluators actions. Field Work, Coordinator, Enumerators, Statistician and Team Leader signed a statement/oath noting that they will keep all data confidential and anonymous.

2. Ethical safeguards for participants
Measures according to Bryman and Bell (2007)[38] were taken *(ANNEX 6 and 7)*
- Research participants were not harmed in any ways whatsoever.
- Respect for the dignity of research participants was prioritised.
- Full consent was obtained from the participants prior to the study.
- The protection of the privacy of research participants was ensured.
- Adequate level of confidentiality of the research data is being ensured.
- Anonymity of individuals and organisations participating in the research was ensured.
- Deception or exaggeration about the aims and objectives of the research was avoided.

Ethical principles of research involving children were also considered in balancing harms and benefits. In the context of enhancing ethical research involving children, in this case adolescents from 12 to 16 years, required evaluators to consider important issues, including: disparities in power and status between themselves and the child research participants. [39]

The protocol was reviewed, besides UNDP and UNICEF country team, also by the Ministry of Education of Guinea Bissau and UNICEF Regional Office. All evaluation procedures were conformed to UNICEF and Bissau ethical standards regarding research involving human participants and followed international guidelines.

7.   Limitations and Mitigation strategies

Possible limitations and constraints to the evaluation were identified already in the inception phase during the data collection and proposed mitigation measures *(Table 9)* were suggested.

During the use of the online tools, limitations fell into three categories: i) availability of data prior to the start of the evaluation, ii) availability of key stakeholders during the programming and requesting for an online meeting; and iii) logistical or cultural constraints during the meeting during which the tool was administered to the preferred target groups / audiences within the selected sample.

Overall, it was anticipated that, the feedback was to be smoothly, and wide variety of stakeholders to be interviewed. However, some adjustments were performed or carried out due to respondent movements, especially age group 17-35 years, from the implementation localities.

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[38] Bryman, A. & Bell, E. (2007) "Business Research Methods", 2nd edition. Oxford University Press.
[39] Mary Ann Powell et al.: Ethical Research Involving Children. Innocenti Publications, 2013

As initially explained, because of COVID-19, stakeholder considerations were made, and many meetings could not take place, especially in the case of out of school children since school were closed due to lockdown and teachers not reachable.

On the other hand, because of post election political instability and insecurity, it wasn't possible to interview most Government partners since they had left the country. Same applied to UN PBF Secretariat and from UNICEF-UNDP since they were working remotely but they were available online to respond to questions when needed.

Furthermore, it was also noted that, most of the selected respondents, like Local Administrators or Governors, were not within the villages nor in the related Region, since they had moved back to their home communities/villages, making it impossible to access them.

Table 10: Limitations of the Evaluation and Mitigation Strategies

Evaluation limitations*	Mitigation strategies
COVID -19	
FGD with youth and adolescents	FGD were of 4 to max 8 people to keep distance as wearing masks was not always possible in those areas
The identification of Teachers	The schools were closed because of lockdown. Field Coordinator managed to speak to Regional Education Inspectors and INDE
Travel restrictions for evaluation team	Evaluators got travel authorization
Travel restriction of implementing partners	Although no IPs could travel, they referred evaluators to their staff based in the Regions of Gabú and Cacheu
Impossibility of UNICEF Team to accompany	Although no UNICEF staff could travel an introduction letter was released and phone calls were made to introduce the team
POLITICAL INSTABILITY & INSECURITY	
Concern to answer to sensitive questions	Keeping confidentiality and consent
General Insecurity in the country	Moving with an authorization letter and introduced to the communities by local leaders
Meeting some Government Key people	Authorities were out of the country because of riots after presidential elections. Some authorities were reached on phone, some others like Ministry of Education were reached in person at their office
OTHER	
Residence of youth out of targeted areas	Some youth had moved out the country some were retrieved in Bissau through SWISSAID
Movement of respondents	Retraced many of them through IPs/NGOs if available
Lack of Theory of Change	By drawing ToC prior to evaluation
Lack of the Evaluation Matrix	By drawing the Evaluation Matrix prior to evaluation
Short Project for Impact Evaluation	By focusing on Lessons Learned
Identify youth and adolescents	Regional Focal Points assisted in identifying them
FGD with girls	A Female Research Assistant has been assisting with gender sensitive questions
Availability of Internet for online Interview	Phone calls were made when not possible visiting
Raining season created road problems	Increasing number of vehicles hired
Short Timeframe	Increasing number of Research Assistants
Accessibility of targeted communities	Switched some communities more easily accessible, which were randomly chosen from the provided list.

* Limitations were divided into 3 subgroups: due to COVID-19, due to political instability and insecurity, and other causes.

Source: RY-PBL PBF Evaluation Team

Below pictures during field visits paying attention of social distancing of at least 1m as measure to prevent COVID-19 *(Picture 1 and 2)*.

Picture 1: Interview with young leader in São Domingos, Cacheu Region

Source: RY-PBL PBF Evaluation Team

Picture 2: FGD with youth in Arame, Cacheu Region

Source: RY-PBL PBF Evaluation Team

8.   Evaluation Findings and Preliminary Conclusions

1. The evaluation questions were organized according to the OECD-DAC evaluation dimensions of relevance, effectiveness, efficiency, sustainability, impact as well as gender and equity considerations. These dimensions were linked to the coordination and management processes of the RY-PBL (PBF) project. Elements of particular importance included the design of the RY-PBL (PBF) project (including a review of the ToC for the RY-PBL (PBF) and its connection and relevance to project level ToCs), the efficiency of implementation of the projects within the project (timeliness and responsiveness of the RY-PBL (PBF) instrument), coordination and oversight of the project.

8.1 Relevance

<table>
<tr><td rowspan="5" style="writing-mode: vertical-lr;">**Relevance** (To assess alignment of the RY-PBL (PBF) project interventions to existing strategies)</td><td>EQ 1.1 To what extent was the Peace Building Project aligned with national priorities?</td></tr>
<tr><td>EQ 1.2   If there was an assessment of the needs of the most disadvantaged at the start of the initiative, to what extent did the planning of the RY-PBL (PBF) project interventions consider its results?</td></tr>
<tr><td>EQ 1.3   To what extent has the implementation of the RY-PBL (PBF) project considered the needs of beneficiaries (adolescents and youth, girls and boys, women and men) as well as the most disadvantaged groups (and especially disadvantaged young adolescents)?</td></tr>
<tr><td>EQ 1.4   To what extent is the approach flexible and considers the different agendas of beneficiaries?</td></tr>
<tr><td>EQ 1.5   To what extent have been the different monitoring and evaluation strategies adapted to measure the results of the programme? And how could they be improved?</td></tr>
</table>

Picture 3: Adolescents' multiplying activities at school in Amedelai, Gabú Region

Source: ANADEC Final Report

2. In Guinea Bissau, the RY-PBL (PBF) project was significantly in-alignment with the process of mobilization of rural youth to serve as peace building, as young leaders indicated in the *Figure 6* below. The evaluation used the Likert scale[40] regarding the extent to which young leaders thought RY-PBF is in alignment with national priorities. This was assessing the national and local administrators' <u>knowledge</u> and <u>awareness</u> of RY-PBF on the involvement of young people in leadership as part of the government's priorities, accounting for 80% ranging from 6 to 10 (*Figure 6*). Particularly, some of the relevant answers captured from implementing partners and authorities at regional level as well as from Bissau, were that the project ; i) was able to bridge the gaps in the peacebuilding process of Guinea Bissau as an investment, which was implemented in the communities, ii) brought unity between young people with a common goal, iii) empowered females in leadership, irrespective of the continued discrimination against women, iv) and supported the creation of the "African Youth Charter" which advocated for capacity building for young people, youth involvement in peacebuilding, as a priority for the National Strategic Plan 12015-2025, *Terra Ranka*.

Figure 7:   Relevance of the RY-PBL (PBF) Project by Key Informants
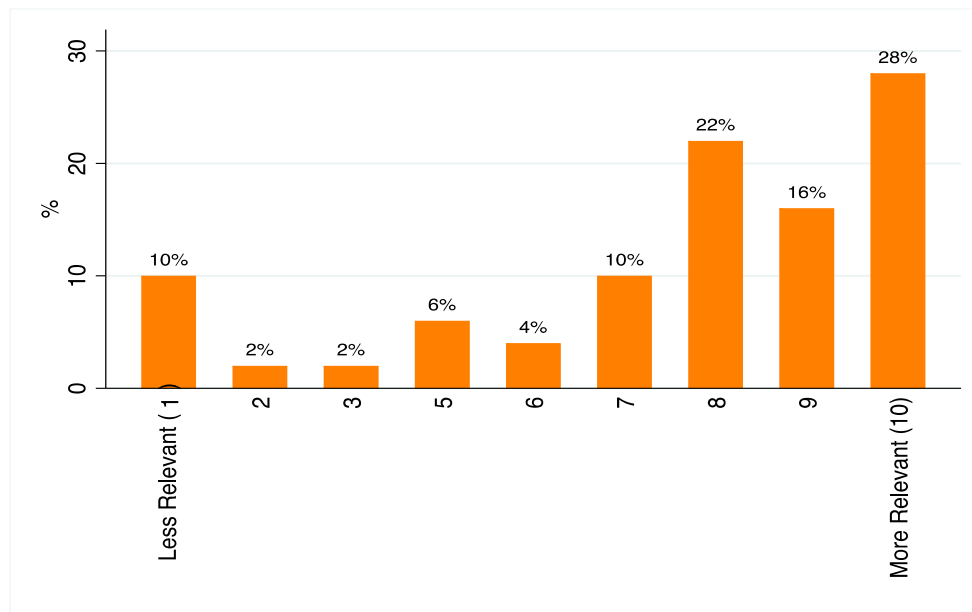
Source: Data from Field Evaluation, June 2020

3. Similarly the project was based on UNDAF 2016-2020, signed by UN and Guinea Bissau Government in 2015. That agreement was designed taking into consideration UNDP mandate and its past experience in Guinea-Bissau, particularly in supporting good governance and sustainable, inclusive development. 2 out of the 3 outcomes were targeted by RY-BBL project:

a) *State institutions, including in the areas of defense, security, and justice, consolidate stability and the rule of law, democratic participation, and equitable access to opportunities for all*, as it is also referred to SDG 16 (Guarantee Peace, Justice and Strong Institutions) and

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[40] https://www.sciencedirect.com/topics/psychology/likert-scale

c) *Public institutions, civil society organizations, and the private sector promote the preservation and development of biodiversity, and the prevention and management of disaster risks*. This is why a component on environment was introduced.

4. On the other hand the RY-PBL (PBF) project was able to identify opportunities to support a diverse range of activities to address identified gaps, namely peacebuilding trainings for adolescents and education for out of school girls and boys, with support provided by other larger NGOs like Plan International. The project addressed also gaps identified in the investments already made to peacebuilding in the country by ECOWAS, UN, Bilateral Cooperation (Japan and Italy mainly) and the *European* Union.[41] Even though there is considerable peacebuilding investment in the country, as witnessed by UN PBF Secretariat, the need still outweighs the available funding in specific grounds like youth. That is why the RY-PBL (PBF) can play a better and an important role in targeting these specific dimensions if properly planned and if properly funded, by targeting adolescent's ad youth and bridging Education gaps.

> **Quote 1** *"The project has been important to raise awareness among young people as actors for peace and development"* (Boy, FGD Young Leaders)

5. It was noted, however, through discussions with PBF Secretariat and local Government, as well as confirmed in the literature review, that the age groups could have been better defined. For instance definition of age group for adolescents and for youth didn't follow UN definition (i.e. adolescents as people aged 10-19 years[42] and youth as people aged 15 to 24 years,[43]) while the RY-PBL (PBF) project targeted adolescents 12-16 years and youth of 17-35 years of age. The reasons behind this choice were not clear as the people involved in the design of the project were either no longer available or could not recall why.

> **EQ 1.2** If there was an assessment of the needs of the most disadvantaged at the start of the initiative, to what extent did the planning of the RY-PBL (PBF) project interventions consider its results?

6.   As part of the mobilization of rural youth to serve as peacebuilding, in December 2019, a baseline survey[44] was carried out within communities of Cacheu & Gabú Regions. The report, however, was released only in December 2019, almost at the end of the RY-PBL (PBF) project and focused mainly on youth leaders' training, very little was found on Literacy and Citizenship and nothing on pre-professional training although these were part of the planned activities. As such the planning of the RY-PBL (PBF) project interventions didn't consider the results of the baseline survey carried out as part of the program, partly because its report was released late, partly because the survey didn't focus on all project planned areas but just on Type of Leadership Models for Youth in Guinea-Bissau, with a more in depth assessment around the thematic areas of Democracy, Freedom, Leadership and Citizenship *(ANNEX 17)*.

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[41] https://un-peacebuilding.tumblr.com/post/173266231395/the-pbf-in-guinea-bissau
[42] UNICEF Strategic Plan 2018-2021
[43] https://www.un.org/en/sections/issues-depth/youth-0/
[44] Baseline Report 2019. Tipificação de Modelos de Liderança Juvenil na Guiné-Bissau. Eestudo de casos em algumas comunidades das regiões de Cacheu e Gabú. UNICEF, UNDP, UN, OGD.

7. This brought up the question on why the project didn't concentrate only on life skills for peace building since Accelerated Literacy is a longer-term program and together with pre-professional trainings require a larger amount of money with specific trainings and management skills. For sure Accelerated Literacy is seen as a national priority since youth illiteracy rate is still high in Guinea Bissau. Youth illiterate population is the total number of youths between age 15 and age 24 who cannot both read and write nor understanding a short simple statement on their everyday life. Guinea Bissau youth illiteracy was at level of 136,348/525,977 total illiterate population in 2014 (28% of total population), of those 48,621 were males and 87,727 were females.[45] *(Figure 8).*

Figure 8: Youth illiteracy rate in Guinea Bissau

Illiterate population aged 15-24 years
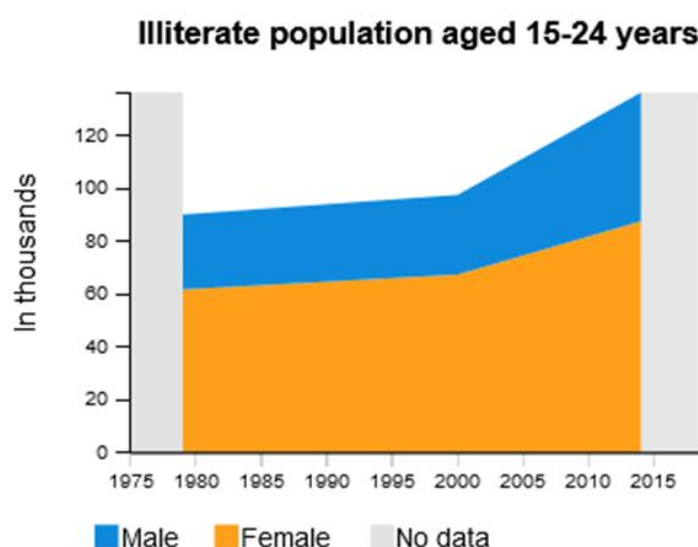
Source: UNESCO Institute for Statistics, Sept. 2020

8. The Evaluation Team didn't find previous evidence, or another baseline prior write up of RY-PBL (PBF) project nor other baselines from other PBF projects were available, that could have similarities. RY_PBL staff testified that the RY-PBL (PBF) approach was rather based on experiences and lessons learned from other similar settings in other countries and on the country known challenges as indicated in the Strategic Plan 2015-2025 "Terra Ranka".[46] Concerning Accelerated Education, Functional Literacy and Civic Education, as part of Output 1 of the project, RY-PBL (PBF) coordinator reported that an assessment was done by Ministry of Education, but this was not shared with the Evaluation Team, nor reference was made about it during interview with INDE. During interviews with Government officials, it didn't come out clearly how to address Accelerated Learning in Guinea Bissau and from where to start, also because of recent change of Director and staff turnover.

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[45] http://uis.unesco.org/en/country/gw
[46] GUINÉ-BISSAU 2025. STRATEGIC AND OPERATIONAL PLAN 2015-2020 "Terra Ranka"

9. The primary orientation of the RY-PBL (PBF) project was the creation of citizenship awareness through leadership and governance trainings. These elements were cited by interviews extracted from the regional council stakeholders and local leaders' tool, as part of a more general toolkit for Security Sector Reforms and Governance in Western Africa.[47] These trainings were inclusive and involved women since their voices were left in the background, especially regarding domestic financial management matters, but not only. Interviews carried out from the regions indicated that project's IPs conducted trainings in different social domains including Citizenship, Human Rights, Democracy, Participation, Leadership, Gender, Environment and other topics of national interest and public utility, because the awareness in this matter among adolescents and youth was considered low. However, since this was not a perceived need, adolescents and youth were able to receive trainings not only in the domain of leadership, but also in artistic activities and handcraft, perceived more tangible and that could generate incomes, as part of pre-professional trainings. Some of the adolescents were taught how to read and write since trainers had verified their literacy skills.

10.   Pre-professional courses facilitated adolescents to acquire life skills and abilities. Small crafts activities were put in place with adolescents, such as pottery and drawing, crochet and hairdressing that they were able to commercialize. In a context of profound poverty of parents and guardians and in a situation of cyclical crises, adolescents testified that their ability to generate some income for the family made them to be more respected as they became more independent. Many youths said that, if professional education would be given together with the ability to start small businesses, this would contain migration of youth to neighbouring countries. This finding came with a request to involve more adolescents, in future, in pre-professional activities, since those are felt higher in the scale of needs. Moreover, adolescents and youth interviewed, were not satisfied on their selection process, claiming that the activities could have been more inclusive, involving more of their peers. From the reports of ANADEC and SWISSAID the selection criteria of adolescents and youth, by activity, didn't come out clearly, apart from age (i.e. adolescents 12-16 years and youth 17-35 years).

11.   Living in a highly insecure and poor area, far from cities, it can be considered a disadvantage for youth and adolescents because of little accessibility to education and health or even to media information (adding insecurity). On the other hand, there was no evidence that youth with special needs and adolescents with disabilities were targeted. Although this may not have been the scope of the project, targeting children with disabilities is one of the priorities of UNICEF Strategic Plan 2018-2021. On the contrary, gender and youth relevance were demonstrated, like different training activities were delivered to adolescents, girls and boys, women and men and aimed to better community's insertion of girls and ladies. In fact, women interviewed declared that the training helped them to gain knowledge about their rights and increased their confidence because they were in trainings with men on identical themes. (*Quote 2*). There had been a stronger consideration for gender and sensitivity on youth programming at the operational level, according to all interviews and focus group discussions

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[47] https://www.dcaf.ch/sites/default/files/publications/documents/SSRG-West-Africa-Toolkit-Tool-1-EN.pdf

carried out. However, they all still called upon programming people towards gender and youth sensitivity beyond clubs for youth but also to operationalize youth committees and women's committees within the villages, as this would push for a change in the peacebuilding process.

Quote 2 "*The project helped us to be able to speak in public. Besides, we women did not have the floor, but now we can speak in front of the elderly without any problem*". (Young girl, FGD Young Leaders, Arame).

EQ 1.4 To what extent is the approach flexible and considers the different agendas of beneficiaries?

12. The approach was flexible from conception throughout implementation. Flexibility in this context mainly meant the ability of the programme to respond to additional needs of beneficiaries as they emerge, ensuring that activities meet voiced needs. This was done in several ways:

- A total of 123 peer to peer activities (Djumbai) related to various themes like adolescence, health and prevention, risks and opportunities for the age group 12-16 years, were developed out of 80 targeted in identified communities as need arose.
- Handcraft and artistic exercises were taught to keep adolescents with little literacy level. Income-generating activities and pre-professional training for adolescents were introduced to peace-building activities, considering their importance in supporting the socialization of teenagers. 417 adolescents benefited from 7/30 mini professional courses in Gabú and Cacheu (hairdressing, painting, pottering, crochet, etc.). Pre-professional trainings had success beyond expectations. Adolescents asked for more variety of courses and access to other adolescents that couldn't be enrolled, because of limited target numbers.
- Despite the fact that this was not part of the project's workplan, support to the Youth Institute (IJ) for the dissemination of the National Youth Policy was delivered. The decision of the Steering Committee on its financing had to do with its pertinence, because the National Youth Policy approved by the Government was not known to the general public, namely by the young people living in the rural world. An amount of 4 million francs CFA (which includes the production of T-shirts, banners, posters and the coverage of the logistics costs of the entire activity) was allocated for its dissemination at national level.

13. However, these changes/adaptations in individual project approaches were not reflected in changes in the general project log-frame indicators. It appeared that indicators were slightly changed during program implementation to be adapted to the context where to work. That's why, in some cases, indicators present in the design were not reported on at the end of the project, limiting further the degree to which these indicators could provide a synthesis of impact or feasibility. Those changes were clearly linked to timeframe and accessibility as to conduct those trainings in such difficult areas. If the approach was flexible and considered the different agendas of beneficiaries from one side, from the other one also those peacebuilding trainings foreseen in the programmatic review, were not all administered to youth as the youth declared during interviews. This is a case of discordance since the IPs had reported to have addressed all themes in targeted communities *(Table 5)*.

14. Performance Results Frameworks and M&E were weak. Measuring and monitoring effectiveness of the RY-PBL (PBF) activities presented the same challenges as for measuring or monitoring impact. A relevant question was on the extent of the different monitoring and evaluation strategies adapted to measuring the results of the RY-PBL (PBF) program for sufficient information to assess peacebuilding in Guinea Bissau. Several documentations cited delays in implementation at the initial stages of the RY-PBL (PBF). Most of these were related to the lack of peacebuilding and monitoring and evaluation (M&E) capacity in the country.[48] UNICEF and UNDP have put in place a Project results' Framework with targets and bi-yearly Reports with updates on achievements to Key Indicators' related to both Outcome, Outputs, Targets and Gantt Chart & Timeline. Apart from this, when the Evaluation Team asked for a comprehensive overall Monitoring Plan, it wasn't available. Although gender ad age disaggregated data collection was recommended, reports were not always consistent with this requirement.[49] Nevertheless, on the implementing partners' side, gender and age disaggregated data were available.[50] However, there was no evidence of data being used to inform planning or implementation. Neither was a fully dedicated M&E staff allocated to the RY-PBL (PBF) project.

15. Guinea-Bissau UN PBF Secretariat stated that, in the design of the six projects approved for PBF funding, baseline and success indicators were not included. Moreover, staff interviewed explained that there wasn't a national coordination process with all stakeholders to determine priority Regions or specific target populations with an overall view on how to address peace building in the country. Projects were allocated according to the mandate of each organisation and their preferred topics and implementation modality. Consolidated reporting tools to track the different strategies as implemented across projects against the expected results of the PBF Priority Plan were not there.

16.   This further presented a missed opportunity to clarify the programme logic and thus theories of change. The evaluation team found that the UNDP & UNICEF could have insisted with IPs on reporting against the Peacebuilding Priority Plan so that the broader results   of peacebuilding programming could have been tracked and impact measured. The involvement of PBF Secretariat and of M&E experts with a proper monitoring plan and support supervision would have at this point been beneficial. Narrative summaries have been provided in the programme progress reports but more still needs to be done in relation to planned outcomes and outputs to held IPs accountable. This would enable proper justification for in-depth value-for-money or cost-effectiveness evaluations.

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[48]https://www.clingendael.org/sites/default/files/pdfs/Challenges%20and%20opportunities%20to%20peacebuilding.pdf
[49]

[50] SWISSAID and ANADEC RY-PBL (PBF) final reports. October 2020

PRELIMINARY CONCLUSIONS: RELEVANCE

REL 1 The Peace Building Project RY-PBL (PBF) was aligned with national priorities like the National Strategic Plan 2015-25, Terra Ranka, considering youth involvement as crucial for peace and for country's development. It was also aligned to electoral period needs besides SDGs and UNDAF. (Par. 2,3,4,5)

REL 2 Although **there was a baseline survey at the start of the initiative, it could not be used to inform planning since its findings were released towards the end of the project.** Moreover, the baseline survey wasn't covering the full range of activities planned in the design phase. The planning of the RY-PBL (PBF) project interventions, therefore, couldn't consider its results but was based on assumptions. A specific baseline for Accelerated Learning for out of school (Output 1.1, Indicator 1.2) wasn't conducted, apart from an assessment conducted from PLAN International and not shared with the Evaluation Team. (Par. 6,7,8)

REL 3 The implementation of the RY-PBL (PBF) project considered the needs of beneficiaries (adolescents and youth, girls and boys, women and men) as well as the most disadvantaged groups (and especially disadvantaged young adolescents). (Par. 9,10,11)

REL 4 The project approach has been flexible and considered the different agendas of beneficiaries. Those approaches corresponded to pre-professional trainings, peer to peer activities (Djumbai) and radio programs. However, those changes/adaptations in individual project approaches were not reflected in changes in the log-frame indicators (Par.12,13)

REL 5 A monitoring and evaluation strategy was indicated in the RY-PBL (PBF) proposal. Despite initially planned, the M&E strategies put in place failed to be able to measure results adequately. If what originnaly planned for was well articulated, this wasn' realistic. It was difficult to monitor the project without a full-time dedicated M&E staff, nor has the JCIT really been in place to carry out supervision and monitoring visits. On the other hand, the quantity /variety of activities to be implemented by IPs was high. A comprehensive Monitoring Plan wasn't there. Reports were not always consistent with sex and age disaggregated data. This could have been improved with external assistance from WCARO and with a full M&E dedicated staff. (Par. 14)

8.2 Effectiveness

17. The Effectiveness dimensions evaluated the extent to which project achieved its intended objectives. Effectiveness was evaluated through two different lenses. The first explored the extent to which the individual activities supported by the RY-PBL (PBF) were effective within national context, the second lens assessed the effectiveness of the management of the project as an instrument. The provided summary is based on what it was generated from both qualitative and quantitative responses obtained from the field based on ones' attitude and knowledge of how the project was perceived using the Likert scale. RY-PBL (PBF) project, in its activity components implemented by different partners, did not have substantial log-frames to facilitate secondary data analysis and to capture relevant information to allow the evaluators to benchmark on what has been generated, whether or not, the intended objectives were really achieved. Effectiveness questions are listed below.

Effectiveness (evaluating the extent the programme outputs have contributed to immediate developmental changes and results at the outcome level)	*Results* EQ 2.1 To what extent did the PBF project achieve its intended objectives? EQ 2.2 To what extent has the project provided youth involved with a useful skill (literacy, life skills, entrepreneurial and leadership skills)? EQ 2.3 To what extent have the results achieved contributed to the country national objectives. *Process* EQ 2.4 To what extent understands the project by actors (NGOs, regional and sector authorities, Tabancas, youth organizations) influenced its progress? EQ 2.5 To what extent have planned activities over the implementation period achieved the results (quantity and quality) where gaps are not covered by other partners or the government? EQ 2.6 To what extent have established partnerships promoted or hindered the achievement of the desired outcomes.

Picture 4: Meeting with Tabanca Elders, Youth and Women, village of Tchétche (Boé, Gabú)

Source: RY-PBL PBF SWISSAID Final Report

The effectiveness related evaluation questions were subdivided into Results' questions and Process' question which have been indicated below.

> **EQ 2.1 To what extent did the RY-PBL (PBF) project achieve its intended objectives?**

18. To what extent the RY-PBL (PBF) project achieved its intended objectives has been related to whether the RY-PBL (PBF) instruments were seen as timely and responsive from concept development to approval and it depended more on the level considered, i.e. operational, programmatic & strategic access. According to project coordinator objectives were partially achieved but a lot more could have been achieved if agreements with IPs would have been signed at an earlier stage. Implementing partners, from their side, were positive on operational side regarding the timeliness of the project to achieve the intended objectives. According to them the project served as a basis to inform, educate and sensitize young people throughout the engagement of the electoral process, so to avoid being exploited by political parties. According to local administrators, this is why the predicted violence prior elections did not take place, thus achieving the intended objectives, although it didn't prevent post-election crisis.[51]

Quote 3 *"There have been several conflicts in the area, but now have significantly decreased due to the improvement of processes and the ways in which things are done in the villages"* (Curandeiro tradicional, Gabú)

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19. The RY-PBL (PBF) project was significant in mobilizing rural youth to serve as peace builders through young leaders as declared by 80% of respondents (with responses ranging from 6-10 in the Likert scale). Some of the achievements through the various initiatives were that; i) it was able to bridge the gaps in the peacebuilding process of Guinea Bissau as an investment which was implemented in the communities, ii) it brought unity between young people with a common goal and the empowerment of females in leadership irrespective of the continued discrimination against women. [52]

Quote 4 *"There was a change from the beginning of the conflict that involved murders in Arame and Elias. Today people are calmer and try to sit together to resolve conflicts".* (Agricultural officer, Canchungo)

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20. Targets have been mostly achieved when it comes to training adolescents and youth. Involvement of women was also effective. However not all trainings' components were administered, but only 1 or 2 out of 7 in different places,[53] as the youth and local leaders testified. This is a case of discordance from what reported by IPs. Activities involving the initiative of adolescents and youth were more difficult to realise because of culture, insecurity but also due to lack of proper funding, as local administrators and young leaders said. Same it applies for community action projects. Other indicators like the 1.2.1 (i.e. Number of community action projects on peacebuilding) were too ambitious to be reached in a context like the one of Guinea Bissau in a short timeframe, as reported by the coordinator.

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[51] https://www.reuters.com/article/us-bissau-election-idUSKBN20Q308
[52] Key Informants Interviews with national and local administrators, RY-PBL (PBF) evaluation, June 2020
[53] FGDs with yout and interviews with local leaders at regional level, RY-PBL (PBF) evaluation, June 2020

Table 11:   Final RY-PBL (PBF) Project Results versus Targets

	Performance Indicators	Baseline	Target	Achievement	Level*
Outcome 1 Youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas are engaged in peacebuilding and dialogue through increased knowledge, skills and experience within communities	Indicator 1a: # of community level committees including participation of young people (disaggregated by region, sex)	N/A	30	0	RED
	Outcome Indicator 1b: # of communities engaged environmental peacebuilding initiatives	0	30	21	YELLOW
	Outcome Indicator 1-c: Extent to which communities are satisfied with youth leader civic engagement, including peace building, conflict resolution and development initiatives	N/A	4	0	RED
Output 1.1 Adolescent (in target areas with special attention to inclusion of girls) have increased knowledge, competencies and life skills, including literacy to engage as active peacebuilders	Indicator 1.1 Adolescents trained on peacebuilding competencies	0	1000	1187	GREEN
	Indicator 1.2 Number of Adolescents successfully complete the functional literacy course	0	500	Gabú - 473 (M=236 and F= 237)	YELLOW
Output 1.2 Adolescents have a safe space through local and national media to express their views and access and influence key actors in the public sphere	Indicator 1.2.1 Number of community action projects on peacebuilding	0	20	0	RED
	Indicator 1.2.2 Number of adolescents trained on community radio programme development	0	150	180	GREEN
Output 1.3 Organizations have enhanced skills and competencies as environmental and gender-sensitive peacebuilders	Indicator 1.3.1 Number of youth leaders trained on environmental and gender-sensitive peacebuilding	0	1000	1530	GREEN
	Indicator 1.3.2 Number of youth network and community organizations capacities strengthened	0	50	100	GREEN
Output 1.4 Youth leaders (with special attention to inclusion of young women) apply peacebuilding and leadership training to the design and implementation of innovative initiatives, including those related to natural resource management through grants support	Indicator 1.4.1 Number of youths trained on NR management initiatives design and implementation	0	30	184	GREEN
	Indicator 1.4.2 Number of environmental peacebuilding based on natural resource management initiatives implemented	0	17	13	YELLOW

Legend: the red colour indicates unachieved, yellow partially achieved and green achieved

Source: Final UNICEF and UNDP RY-PBL (PBF) Report

21.   All reviewed project documents for "ANADEC" and "SWISSAID" showed that, the project influenced youth and produced a behaviour change, as peacebuilding, through the community, thus creating an improved environment in Cacheu & Gabú, with the cooperation of the National Youth Institute (INJ) and the four National Youth Networks: National Network of Young Associations (RENAJ), National Forum on youth and population (FNJP), National Youth Council (CNJ), and Fondike Na Faye.

22. The involvement of local administrators wasn't always evident. On the issue of number of young people involved the amount of budget available had to be considered as well as projects' targets. For a such high demand, it is clear that budget was inadequate. This is a further demonstration that the RY-PBL (PBF) project could have been more focused on specific

peacebuilding activities and involve more young people, assisted partly by an earlier baseline survey and partly by a better organised project's M&E.

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EQ 2.2 To what extent has the project provided youth involved with a useful skill (literacy, life skills, entrepreneurial and leadership skills)?

</div>

23. The project's overall objective was to actively engage youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas, gaining their contribution for peacebuilding and dialogue activities in their communities.

The conclusion of the baseline survey was that youth literacy levels are generally low and young people lack tools for expression through codes traditionally conveyed by formal education, showing Guinean education system markedly dysfunctional. Difficulties in understanding texts and deficiencies in written expression revealed a lack of elementary knowledge appropriation, which should have been ensured in the cycles of basic education (1st to 9th grade). I was found, however that adolescents internalized concepts and perceptions allow them to act actively in their respective communities. This imbalance that reflects young people's difficulties in translating their ideas and insights, was interpreted as evidence of significant reduction in leadership potential of the young people who participated in the baseline.

During the evaluation adolescents (in target areas with special attention to girls) testified to have increased knowledge, competencies, and life skills, including literacy, to engage as active peacebuilders. Accelerated learning is a method of coaching providing an atmosphere where the beneficiaries can absorb and retain concepts by overcoming traditional barriers of learning. Results from qualitative interviews showed a significant improvement in peacebuilding process awareness of the youth, as the main beneficiaries, enabled by the acceleration of learning techniques through project mentors at different communities. 40% of respondents declared that accelerated learning has helped them to improving their understanding and skills to express their ideas and perceptions.

During the field survey, adolescents were also able to know and differentiate the main thematic areas of interest which included citizenship, democracy, freedom, and leadership (ANNEX 12). This passed through literacy skills trainings. In addition to in depth interviews and focus group discussions, answers were quantified for the purpose of comparing results with the baseline survey 2019 (ANNEX 17) and progress made by youth in knowledge on the above-mentioned themes. A thorough comparison wasn't possible, since it was not possible to retrieve same adolescents that had participated to the baseline survey.

However, a trend on capacity to understand and to answer questions on citizenship, democracy, freedom and leadership, was measured after literacy training. In fact, not only the challenge for adolescents was to know the definitions of those topics, but also to read and write correctly, understanding the questions. Figure 9 shows that, on average, those who were able to identify the right answers of the thematic areas were rated at 15% compared to those who were not able to phrase the right statements, which accounted for a 10% average (AVG). As such, 75% of adolescents, on average, couldn't still read nor understand the questions.
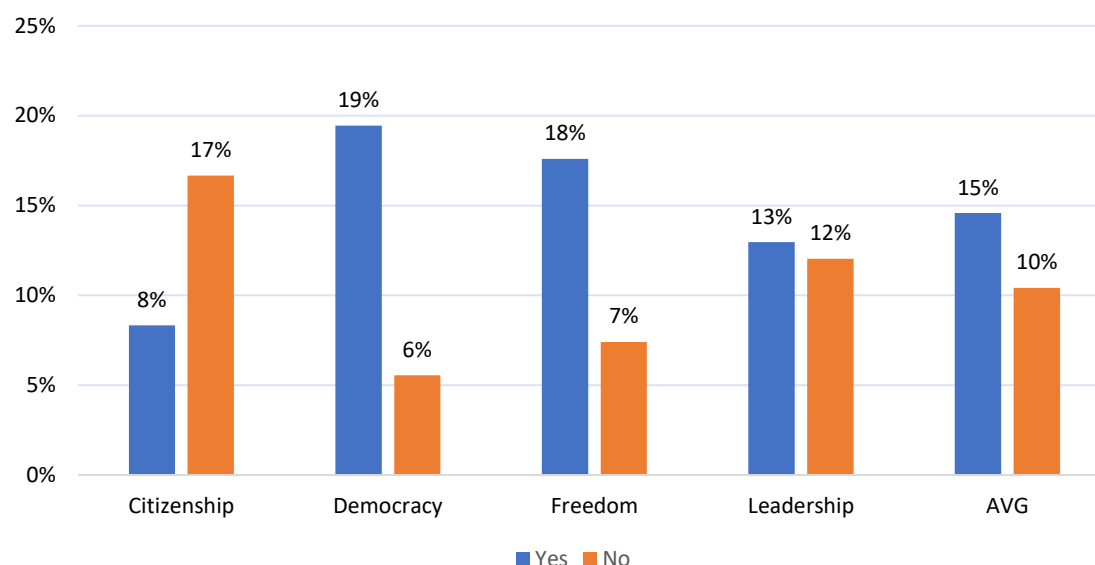
24. Furthermore, the RY-PBL (PBF) was able to provide skills in entrepreneurial and leadership as capacity building for the adolescent girls and boys on peacebuilding; through the use of media to influence the key people in the community and making their voices heard. The competency building included <u>learning</u> about rights and citizenship, conflict resolution; <u>applying</u> these in the community and utilizing the acquired skills for peacebuilding initiatives, while <u>working</u> closely with government structures to ensure that adolescents' voices are included in decision making. Some of the activities through which the project was able to involve the youth was through;

   - Training and curriculum development for peace building learning sessions aimed at developing their competencies in communication and expression, problem solving, critical thinking, decision-making, leadership and influencing.
   - Functional literacy and civic education were targeted to adolescents who were out-of-school and were illiterate in the same identified communities. It was planned to be a six-month accelerated functional literacy programme curriculum to be developed based on the adult literacy modules already existing in the country as well as the primary school curriculum of first six grades.

25.   Adolescents had a safe space through local and national media to express their views and access and influence key actors in the public sphere through establishment of safe spaces/multi-purpose spaces, adolescents as reporters, periodic and village newsletters and participation to radio and television programmes which they like mostly. Youth and young leaders enhanced their skills and competencies as environmental and gender-sensitive peacebuilders by equipping youth organizations and leaders with knowledge, competences and leadership skills, through trainings, to enable them to become peacebuilders and influencers of decision-making process, thus contributing for peace and stability. However, illiteracy was a negative factor influencing participation of some adolescents to those activities.

> **Quote 5** *"We were able to integrate adolescents into community radios after training them on skills development and competencies that were required. Teenagers go to villages and report for example to radio stations in Cacheu. But when it comes to the lessons learned in literacy, we have to see that they can read, write and understand the basics of what is needed"* RY-PBL (PBF) Implementing Partner

26. Activities with adolescents reached the objectives beyond planned targets. For example, a total of 116 Djumbays (meetings among peers around a theme) at community level were registered (89 in Gabú and 45 in Cacheu) out of 80 planned ones. Moreover, during evaluation, it was possible to find adolescents beneficiaries of the RY-PBL (PBF) project while it was difficult to catch youth trained in targeted Regions. Some youth, in fact, had moved to Bissau, others, according to local authorities and other youth, had migrated out of the country. There has been a consensus from Key Informants interviewed at national and regional that the project contributed to positive results *(Figure 10)*, showing a 80% responses within the scale of 6 – 10 for effectiveness (compared to those who did not agree (20%)). Therefore, the project contributed to good peacebuilding effects, at local level, irrespective of the short time of its implementation. The integrated coordination of the RY-PBL (PBF) project within the IPs' on ground was seen as an important factor for allowing the project to contribute to achieving the broader strategic objectives of the United Nations during this cycle.

Figure 10:   Effectiveness: RY-PBL (PBF) project contributing to positive results
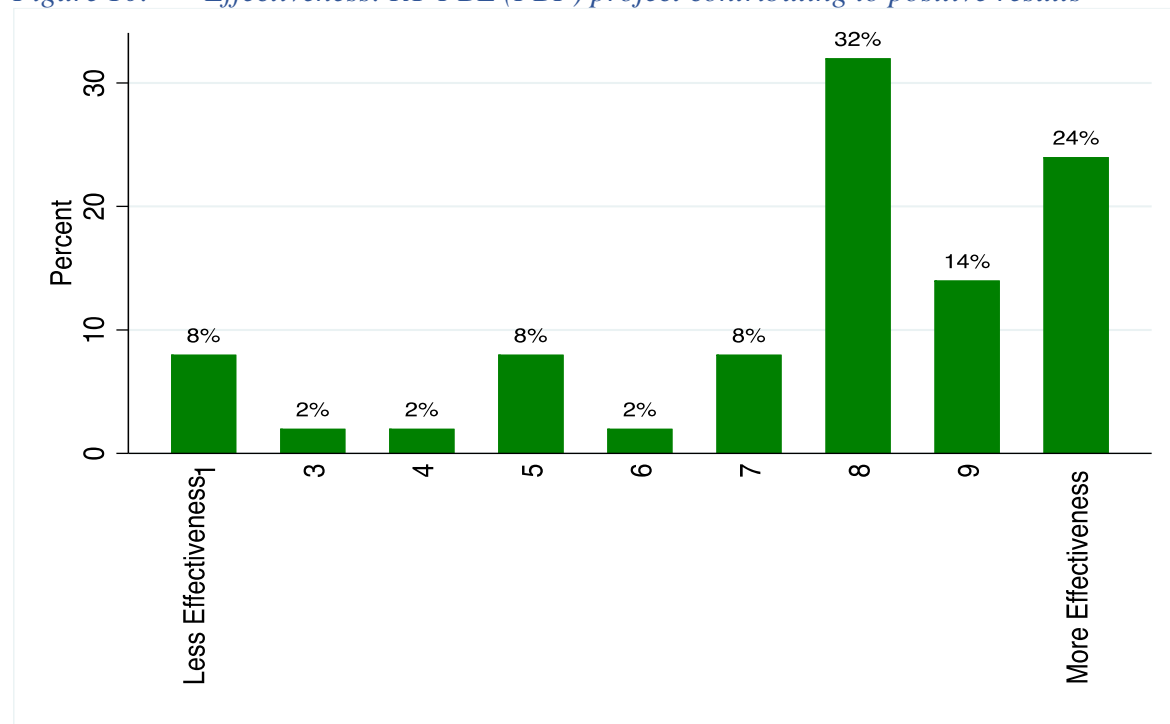
Source: Data from Field Evaluation, June 2020

> **EQ 2.3   To what extent have the results achieved contributed to the country national objectives?**

27. Peacebuilding is a priority for Guinea Bissau, and as stated in the National Strategic Plan 2015-2025, Terra Ranka and UNDAF 2016-2020. As previously discussed and summarized, key achievements showed significant contributions to support the peacebuilding process in Guinea Bissau as follows: i) training on human rights issues, ii) conflict resolution especially

on dialogue and mediation of conflicts as an instrument of peace which has been valued more by teenagers, iii) Involvement of young people and adolescents in the construction of peace as a behavioural change, iv) Capacity building of young people through skills attained and adolescents in peace building, and v) Reconciliation in families between pastoralists and farmers.

28.   However, the evaluation team noted greater need for education in Guinea Bissau because of the high illiteracy rate which does not facilitate the peacebuilding process. The female illiteracy rate was accounting for 352,09/1,000 and the male one for 173,89/1,000 in 2014.[54] An accelerated learning curriculum for adolescents out of school was developed by Ministry of Education - National Institute for Education Development (INDE). The National Institute for Education Development (INDE) provided technical support for curricula development and the compilation of two training manuals for training and trainers, as part of the project. The National Institute of Youth (INJ), acted as the government's body for youth policy formulation, as well as the youth network associations (listed in the project's document) also took a keen interest in the project. In fact, INJ was a member of RY-PBL (PBF) Project Board and played a central role in developing the curriculum.

> **Quote 6** *"People in a leadership position, who have been entrusted with the country's resources and have been found to be "wasting" resources, are generally illiterate"*Young Leader, Cacheu

29. The geographic areas selected reflected national priorities areas for peacebuilding, since youth and women living in disadvantaged areas are a priority for the National Strategic Plan 2015-2025.[55] In fact Cacheu and Gabú Regions have been experiencing number of fights,[56] especially in the areas bordering Senegal (Region of Cacheu) and in Gabú, a Region communicating with Senegal and Guinea with high presence of refugees and migrants generating tensions with hosting communities. Number of fights in those areas are related to access to livelihood resources and to fight among farmers and cattle breeders. Moreover, those Regions have the lowest literacy rate in the country with high child marriage level. The use of violence to settle disputes was often reported by local media.[57] Insecurity and accessibility made it difficult to operationalize some activities as indicated by implementing partners and local authorities, with some differences between Cacheu and Gabú, where there are more displaced people (*Quote 7*). Furthermore, the high level of population movements, put at risk some activities with youth. For instance, out of 180 youth to be trained (*Table 13*), 90 had to be selected from Bissau (although native of those 2 Regions), since implementing partners couldn't find enough youth in the selected areas. This demonstrates that migration is also one aspect to be considered, especially among youth, when planning for such projects, and that any activity for rural areas must have a "volet" in the capital city, Bissau. In fact, those youth move frequently from-to Bissau and the native areas.

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[54] http://uis.unesco.org/en/country/gw
[55] https://www.gw.undp.org/content/guinea_bissau/pt/home/news-centre/JovensMulhereslideres.html
[56]http://www.interpeace.org/wp-content/uploads/2010/08/2010_GB_Interpeace_Voz_Di_Paz_The_Voice_Of_The_People_EN.pdf
[57] http://www.interpeace.org/wp-content/uploads/2010/08/2010_GB_Interpeace_Voz_Di_Paz_The_Voice_Of_The_People_EN.pdf

30.   Peacebuilding is a national priority as stated in Terra Ranka, National Strategic Plan 2015-2020. The importance of dialogue as a fundamental instrument in the consolidation of peace is also highlighted. Dialogue suddenly returned to the centre of the construction of peace; as if before the project there was no dialogue between the generations. The project made it possible to break down this barrier by ensuring that older people could agree to share the same space for dialogue with adolescents and young boys who, in the near past, were considered uninitiated, therefore not having not allowed to sit in the big league. Still within the framework of the importance of dialogue, the RY-PBL (PBF) was able to sit in the same spaces categories that had difficulty getting along as was the case, for example, between fishermen in parks like that of Cacheu and the direction of the park. As reported in some interviews with project staff both with young leader's ad administrators, it is through dialogue that fishermen have accepted and respected the biological rest of marine species.

7.2.2 Effectiveness Process

Process cycle management of the RY-PBL (PBF) was evaluated through the below evaluation questions.

EQ 2.4   To what extent understanding of the project by actors (NGOs, regional and sector authorities, Tabancas, youth organizations) influenced its progress?

31.   Gender equality is one of the main objectives of the Government of Guinea Bissau. In the context of PBF, a synergy with another United Nation agency, UNWOMEN, was generated to develop a small grant scheme. Among proposals for small grants received by UNDP there were many addressing gender issues. In order do not lose any of the proposals, UNWOMEN was involved, participating in defining criteria of selection of projects, simplified template of proposals formulation and accompaniment structure. UNDP / SWISSAID received a total of 34 project proposals. UNWOMEN had forwarded 1 project to UNDP / SWISSAID more pertaining to the call for proposal of UNDP. Out of 35 projects received UNDP sent 16 ones to UNWOMEN in the framework of "Support for Political Participation Women and Youth for the promoting Peace and Development in Guinea-Bissau," also financed by UN PBF, to improve effectiveness. In fact, there were two promoting peace and development small grants initiative in Guinea-Bissau, also financed by the PBF, carried out on the same dates, similar one another.

32. The proposals received allowed an increased understanding of the context of Gabú and Cacheu Regions. Through a competitive selection process, grants of up to 20 million XOF francs each were given to the most outstanding projects delivered by the deadline of May 31, 2019. Out of 19 projects filtered by a SWISSAID member in accordance with the rules established in the Terms of Reference only 13 grants were allocated, answering the criteria of the call for proposals. Nor SWISSAID could have managed 17 as originally planned. Out of 13 projects selected by UNDP some were overlapping in same Regions addressing different problems and consequently different budgets were put together. The verified strong possibility of synergy if it was considered essential to unify the proposals

to compose a single project, to increase effectiveness. This was corresponding to the proposals exposed in *ANNEX 19*

33. Alongside this, there was a total of 33 peacebuilding forum events, which included 30 at the level of communities, two (2) at the regional level and one at the national level. Approximately 500 people were present across the two-days in which the national forum event was launched in May 2019. This event involved the collaboration of the rural adolescents who were involved in the activities under output 1.1 and 1.2. This activity influenced the process since it enabled youth partnership with national media and journalists, youth network organizations and scout movements to develop communications materials and peacebuilding awareness campaigns supportive of peace and stability, national unity, human rights, and conflicts management. As result, "Radio Jovem" had a great participation by developing the regional activities known as "Bancadas" and "Radio Novella". The need to involve the central level became a clear index of effectiveness.

34. On the side of cost-effectiveness, based on the individual implementing partner documentation, individual effectiveness was relatively high given the operating context of Guinea Bissau. But young leaders said that, since the project was implemented for a short span of time and given the number of adolescents and young people reached, its expenses did not justify the limited number of youth reached on the ground, as shared by all young leaders and local administrators who responded to the Likert scale. A significant minority (14%) showed perplexity about the expenditures for project implementation and thus, shared the lowest scores.

> **Quote 9** *"The number of young people, adolescents and women reached in this project does not justify the expenses of the program"* (Student, Pelundo)

35. The project took into consideration cultural and gender issues. The participation of women in community-based leadership has influenced decision making progress. In fact, women voice was always kept in the background. Involvement of young people, already trained in leadership in the provision of capacity building skills to other youth, women and girls, as cited from communities, showed to be effective in daily questions related to management of resources in the communities.[58]

> **Quote 8** " *Before they did not consider that young people can also think like adults*" Adolescents, FGD, Madina Mandinga

36. For young people, the ability to o become independent or generate some income is also linked the ability to be heard within the family and the community. This transformation occurred with the pre-professional trainings, implemented by RY-PBL (PBF) project in different villages. According to triangulation of answers from adolescents, traditional authorities and from observation, as pre-professional trainings were mostly conducted with adolescents, both boys and girls, this active was found effective. In traditional societies where respect and authority are observable between age classes in the ascending line, that is, the younger ones have to respect and obey to the older ones, the chain of participation becomes

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[58] FGD in Madina Mandinga, Gabú. RY-PBL Evaluation, June 2020

more reinforced when the younger can meet his/her needs. Trough job learning, there was also an intergenerational opportunity, that elders can pass generational information to the younger ones, through joint skills activities, by sharing ancestral secrets of local art.

Picture 5: Pre-professional trainings with adolescents in Gabú Region

Source: ANADEC RY-PBL PBF Report

> EQ 2.5 To what extent have planned activities over the implementation period achieved the results (quantity and quality) where gaps are not covered by other partners or the government?

37. From bibliographic review and from interviews with Government, PBF Secretariat and International NGOs, it came out that gaps not covered by other partners were concerning targeting adolescents, an age groups that is typically within UNICEF mandate.[59] In this the RY-PBL (PBF) project has been innovative and useful for the peacebuilding process. It was

[59] UNICEF Strategic Plan 2018-2021

attributed to the project specific adolescents and youth involvement in peace building awareness in peripheral marginalised Regions like Gabú and Cacheu.

38. Similarly, it has been the collaboration with UNDP on youth within the project and with UNWOMEN with other peacebuilding projects tackling girls and women as peace building actors. In this sense the complementarity of the project has been evident. Also, the aspect of Out of School Youth has been showing elements of complementarity by the re-elaboration of the guidance document of the Accelerated Learning approach highlighting four dimensions: educational policy, curriculum, training and management. Same applied to targeted geographic areas which were difficult to reach while most projects targeted Bissau or other Regions. However, there was no evidence of a coordinating mechanism of attribution of activities or geographical area to a specific partner to maximize impact of activities.

39. While the numeric results were achieved, quantitatively and for most indicators (*Table 15*), in terms of quality of results the RY-PBL (PBF) project can be subdivided into high, medium and low-quality results throughout implementation.

39a. High quality

- The project came at the right time, prior and during electoral processes, in a context of chronic socio-political instability.
- Adolescents particularly appreciated the creation of radio spaces and their involvement in the write up of Community Newspapers, where they could report and make their voices heard. This was an innovation and an achievement because no one would have thought adolescents could do it, with publication of villages weekly tabloids. This went a long way in taking the child's voice into account, a voice that traditionally had never been taken seriously.

Picture 6: Adolescents' newsletters and manuscripts production in Cacheu villages

Source: ANADEC RY-PBL (PBF) Report

39b. Medium Quality

One of the aims of the project was to raise awareness and involvement of youth in community decision-making processes which would engage their future. However, challenges that impacted achievement of results were identified as follows : (i) some trainers showed difficulties to assimilate new knowledge and be able to transmit it (ii) the youth networks were not strict in respecting the criteria for the selection of trainers which resulted in some of the selected young people not having the minimum skills to become trainers (iii) and there was a tendency to select more boys than girls on the pretext that girls often did not have the autonomy to decide about their own movement and availability, and therefore could not travel from one Region to another for a few days.

> **Quote 10** *"Now with this project we are better able to participate in decision making in the community" Adolescents,* FGD, Madina Mandinga

39c. Low quality

- The initial timeframe of activities wasn't followed as planned, being most activities carried out in the 2nd half of 2019. Being activities concentrated in a small span of time, not all could be carried out and those that were implemented produced poor-quality results in terms of assimilation of peacebuilding concepts from youth.
- It was also believed and cited by the young leaders in the provinces that the RY-PBL (PBF) project spent a relatively small proportion of all peacebuilding funding at local level due to the limited time and transport challenges. Therefore, it was felt that most funds remained at central level since the bulk of costs was for staff coming from Bissau, per diem and transportation. This is in line with other findings from local leaders and youth concerning the little time spent by implementing partners in the provinces (1 or 2 passages for delivered trainings) bringing up issues of quality and sustainability. The reasons given by implementing partners were issues of accessibility (roads, raining season) as well as insecurity, in addition to little time available. Therefore, results were not in line with the ambitions of the project.
- The Accelerated Literacy project component was not effective. Curriculum wasn't fully developed, and pilot activities were not carried out in the Region of Gabú, that, together with Bafatà, have the highest school dropout rates of the country. According to INDE, teachers chosen in these localities, especially in the community schools, were community teachers paid by parents. At the end, those who had not been paid for a while refused to collaborate. Therefore, only 48 schools were operating in the two regions before lockdown. Finally, with the lockdown all schools closed. As a result, number of students reached were around 1/3 less than initially planned. Timeframe for this activity seemed too short.

> **EQ 2.6** To what extent have established partnerships promoted or hindered the achievement of the desired outcomes.

40. The partnership between UNICEF and ANADEC and Palmerinha has been effective both in reaching targets and in the capacity to work with adolescents. Among activities it is worthy

to note mobilizing youth and adolescents in rural areas to act as leaders in the process of building peace in the 30 selected communities in the regions of Gabú and Cacheu. Reports were timely submitted, and an internal evaluation was carried out by IPs, as final reports indicate. From the internal evaluation[60] content of communication activities with local radio stations and adolescent reporters in the community, was of high level and appropriate to the context, as also confirmed by interviews with local administrators and traditional leaders. Several lessons learned were identified impacting negatively, like the lack of proper selection criteria for youth involvement, and lack of empowerment of youth networks in carrying out the activities at village level.

41. The partnership of UNDP with SWISSAID was focused on curriculum development and youth trainings. SWISSAID was in charge also to monitor small grants sub granted to CBOs as above mentioned. Of the latter in total 75 million Francs CFA were granted through a competitive selection process. This proved effective the partnership with UNWOMEN as well, as to maximize time and resources within another small subsidy initiative. On the other hand, time, feasibility and monitoring capacity was little. A Small Grants Technical Selection Report of proposals was elaborated by the Selection Committee of UNDP and it was available.[61] No small grant initiative report from CBOs selected, was availed.

42. Young leaders, with special attention to inclusion of young women, were able to apply peacebuilding and leadership training to the design and implementation of innovative initiatives, like community environmental peacebuilding initiatives, peacebuilding fora, media partnerships and natural resource management. One yearly peacebuilding forum was launched at a national level, with the purpose of bringing together rural adolescents and youth with young leaders both from rural areas and the capital city, Bissau. Reports from UNCEF and UNDP implementing partners show that there were several initiatives on "youth empowerment" like clubs, or discussion fora and daily/weekly village newspapers. In this joint programme of UNICEF, UNDP and UNWOMEN for adolescents, youth and women were effective.

> **Quote 11.** *"We have created a club of activities and defenders of the environment. This club was created to serve the youth and the people in the community."* (Administrator, Bissau)

43. Evaluation also noted that partnerships emerged with local businesses were successfully implemented with support of the project. Results showed that, 80% of the responses on coordination led to the creation of initiatives like: 1) provision of local groups for conflict resolution with the involvement of local leaders and local police thus the reduction of conflicts between youth, adolescent, women, girls, couples and thus a change of mindset; 2) waste and hygiene management groups after being trained on their importance by the RY-PBL (PBF) project within the neighbourhoods, and 3) the flow of cases in to police has reduced. Youth Groups were encouraged to engage more in dialogue as the preferred mood of resolution of disputes in the community.

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[60] RELATORIO DE AVALIAÇÃO DO PROJETO MOBILIZANDO JOVENS E ADOLESCENTES DE ZONAIS RURAIS PARA ATUAREM COMO LÍDERES NO PROCESSO DE CONSTRUÇÃO DA PAZ. ANADEC, July/August 2019
[61] SMALL GRANTS: RELATORIO DE AVALIAÇÃO TÉCNICA PARA COMITEE DE SELEÇÃO- PNUD, July 2019

44. Some attitudes, as a result of village conflict, that were seen as blocking processes, creating barriers to promoting peace, were overcome. The primary examples cited for unblocking processes were related to gaps in coordination and connections between villages, communities, regions and districts level governance. According to local authorities' young leaders' initiatives within RY-PBL (PBF) project created connections not only among youth groups but also among religious, political and traditional leaders, that before were not in place. Those initiatives have created "youth empowerment", including joint programming of community activities between stakeholders (religious, political, and traditional groups). These have further created trust and closeness between them, thus the achievement of results.

> **Quote 12** *"The RY-PBL (PBF) project was implemented at the right time since it helped to strengthen cohesion among youth organizations that were still in competition and in conflict. It has also strengthened our capacity to build and consolidate peace."* (Administrator, Bissau)

45. However, it was also reported by some young leaders and administrators, and this is another case of discordance, that some local administrators and political actors had been overseen by IPs because difficult to reach or not included in the implementation of activities. This resulted in gaps of communication during project implementation and had effects in the flow of information creating potential frictions, according to them, between some local authorities and young leaders.

PRELIMINARY CONCLUSIONS: EFFECTIVENESS

EFFECT 1. RY-PBL (PBF) project served as a basis to inform and sensitize young people on their engagement in community decision-making, including electoral processes. Adolescent (in target areas with special attention to inclusion of girls) gained increased knowledge, competencies and life skills, including literacy to engage as active peacebuilders. Youth leaders and organizations enhanced their skills and competencies as environmental and gender-sensitive peacebuilders. In relation to the pre-professional trainings, most adolescents thought that this activity should be reinforced, and eligibility criteria needed to be be revised in order to include to a larger number of adolescents. (Par.18, 19, 20, 21,22,23,24,25,26)

EFFECT 2. Key achievements showed significant contributions to support the peacebuilding process in Guinea Bissau like: i) training on human rights issues, ii) conflict resolution especially on dialogue and mediation of conflicts as an instrument of peace, mostly valued by teenagers, iii) Involvement of young people and adolescents in the construction of peace as a behavioural change, iv) Capacity building of young people through skills attained and adolescents in peace building, and v) Reconciliation in families between pastoralists and farmers. (Par.27)

EFFECT 3. Although identified as a barrier, **the high illiteracy rate in targeted communities did not facilitate achievement of results.** The Accelerated Literacy programs in GB, which was meant to address this particular barrier, could not be piloted due to a number of reasons linked to lack of gap analysis, effective planning and lack of clear curriculum. Longer terms targets couldn't be achieved in a project of 18 months. (Par. 28)

EFFECT 4. NGOs regional and sector authorities, Tabancas, youth organizations were key for the implementation of the project. However, the number of activities hindered quality of activities and number of beneficiaries served. In terms of small grants to be allocated to community organizations, those have been very important, however, some criticized the allocation to some CBOs. (Par. 31,32,34,35,36)

EFFECT 5. Planned activities partly achieved the results over the implementation period in terms of quantity and quality. The gaps not covered by other partners or the government concerned mostly the targeted age group, i.e. adolescents and youth. Selected age group, however, showed not being effective, especially for youth 17-35 years and not in line with UN definition. Because of the high internal mobility people above 24 years were not easy to find in their villages. Any activity carried out in those Regions need to consider aspects of mobility and age groups of adolescents and youth to be in line with UN definition. (Par. 37,38,39)

EFFECT 6. Established partnerships with NGOs promoted the achievement of the desired outcomes. Partnership with other UN organisations, like UNWOMEN are worth to be further explored, especially when working with adolescents' girls and women, a priority for UNICEF and UNDP as well. Communication initiatives didn't have a proper budget affecting effectiveness not only as external communication but as communication for development, and therefore for behaviour change. (Par. 40,41,42,43)

8.3 Efficiency

46. Efficiency evaluates how planned activities were implemented in a timely manner and optimal use of resources vs the achievement of results. Efficiency of RY-PBL (PBF) project's activities implemented through ANADEC, Palmeirinha, and SWISSAID, and through small grants, was evaluated through a comparison of output level indicators achieved against planned targets. Cost efficiency was evaluated through a comparison of initial budget with yearly expenditures. Two streams reviewed in this evaluation included i) the contribution of individual activities towards the changes observed in Guinea Bissau for the two regions where the project was implemented and, ii) the manner within which the coordination and management of the project facilitated strategic contributions to the peacebuilding program within the Government and the two funding agencies (UNDP & UNICEF). Efficiency questions have been listed below with the responses obtained from the field data synthesised analysis.

Efficiency (to evaluate the programs' timely implementation and result based management)	EQ 3.1 To what extent were financial resources, human resources and supplies: - sufficient (quantity)? - adequate (quality)? - distributed/deployed in a timely manner? EQ 3.2 To what extent could the same results have been achieved by other less expensive alternatives. EQ 3. What management factors have improved or reduced the efficiency of the experience?

Picture 7: Garbage tanks to be fixed in different peripheral neighborhoods of Gabú's city

Source: SWISSAID RY-PBL (PBF) Repo

EQ 3.1 To what extent were financial resources, human resources and
supplies:
-   sufficient (quantity)?
-   adequate (quality)?
-   distributed/deployed in a timely manner?

47. The RY-PBL (PBF) project received from UN PBF 1,564,821 USD in 18 months + 7 months of no cost extension. Of this amount 770, 731 USD were allocated to UNICEF and 794,090 USD to UNDP. Only the financial report from UNICEF was available to the evaluation. A budget analysis was then carried out only for UNICEF project component.

48. Since the initial project's budget breakdown for UNICEF application was not available, and the one in the original proposal too broad, it was not possible to make a budget variance analysis between planned and incurred expenditures. Out of 770,731 USD 11% of the budget was dedicated to UNICEF staff. A UNV M&E was budgeted for only for 1 year, which did not seem sufficient for such a complex project in light of M&E needs which were observed as a result of the literature review , plus 5,132.90 USD for M&E implementation and reporting. The amount of 400,012.14 USD was utilised for Accelerated Learning, which was a large amount out of the total i.e. 52% plus 15,629.38 for the development of a curriculum for out of school youth and 55,292.88 for children out of school, from 9-12 years. Grants to NGOs for life skills were of 99,681.28 USD plus 80,850.11USD that were allocated for adolescents' trainings, i.e. 23% of total budget.

Table 12: UNICEF Semi Final Financial Report as per 24 July 2020

Outcome/Output/Activity Description	Expenses 2018-2019	Expenses 2020	Cumulative Expenditure	Commitments*
Outcome 880 PROGRAMME EFFECTIVENESS OUTCOME	91,331.43	0.00	91,331.43	0.00
Output 004 CROSS SECTORAL OPERATION SUPPORT	91,331.43	0.00	91,331.43	0.00
Activity 002 SALARIES AND RELATED ENTITLEMENTS	81,665.74	0.00	81,665.74	0.00
Activity 003 NON-POST COST (Supplies and other costs)	6,665.69	0.00	6,665.69	0.00
Activity 004 UNV DONOR REPORT REPPORTING OFFICE SALAR 25Y, AND REIMBURSEMENT	3,000.00	0.00	3,000.00	0.00
Outcome 884 EDUCATION EQUITY AND QUALITY	273,113.22	90,479.79	400,012.14	228,327.46
Output 003 OUT OF SCHOOL CHILDREN	273,113.22	90,479.79	400,012.14	228,327.46
Activity 012 ESTABLISH PARTNERSHIP WITH NGO TO DEVELOP AND IMPLEMENT A PEACEBUILDING COMPETENC Transfers and Grants to Counterparts	66,329.98	33,351.30	99,681.28	0.00
Activity 013 UNV TO SUPPORT THE MANAGEMENT AND MONITORING OF PEACEBUILDING ACTIVITIES WITH ADO	24,273.56	0.00	24,273.56	0.00
Activity 014 DEVELOP AN ACCELERATED CURRICULUM BASEDON EB1 AND EB2 CURRICULUM FOR OUT-OF-SCHO	11,408.25	0.00	15,629.38	0.00
Activity 015 ESTABLISHMENT OF SAFE SPACES/MULTI-PURPOSE SPACES TO IMPLEMENT ACCELERATED CURRIC (Supplies and Commodities + other costs)	43,443.53	6,726.27	50,169.80	228,327.46
Activity 016 TRAINING OF ADOLESCENTS INCLUDING OOSC O	76,172.35	4,677.76	80,850.11	0.00
Activity 017 COMMUNITY ACTION PROJECTS AND ADVOCACY AND COMMUNICATION ACTIVITIES BY ADOLESCENT	46,352.65	22,629.58	68,982.23	0.00
Activity 018 M&E AND DOCUMENTATION OF INTERVENTIONS	5,132.90	0.00	5,132.90	0.00
Activity 020 DEVELOP AND IMPLEMENT ADEQUATE STRATEGIES FOR OOSC (9-12 YEARS OLD) TO GO BACK TO	0.00	23,094.88	55,292.88	0.00
Total Programmable Cost	364,444.65	90,479.79	491,343.57	228,327.46

Indirect support cost 7%	25,511.13	6,333.59	34,394.05	
Total	**389,955.78**	**96,813.38**	**525,737.62**	**684, 982.38**

* "Commitments" include undelivered purchase orders, payment commitments for implementing partners and travel advances approved but not yet paid. The amounts shown in this column represent the status and value of the commitment as at the date the report is produced. As goods are received and commitments in respect of implementing partners and travel advances are paid these amounts will be added to "incurred expense".

49. In summary, 61% of project resources were allocated to Education with a sub granting mechanism, focussing on children and out of school youth; 23% of financial resources were allocated for adolescents to activities related to peacebuilding in their multiple formats. The remaining 16% were utilised for coordination, M&E and supplies. From that budget analysis it clearly showed that Education interventions were prioritized. However, because of earlier described constraints all the activities couldn't be fully realized. On the other hand, being the core of the project in the 2 Regions targeting 30 villages, it looks like the amount allocated for these activities was very little.

50. Both ANADEC and SWISSAID didn't have major issues on timely disbursement. Training on financial report was delivered by both agencies (UNICEF and UNDP) to IPs to build local capacity and improving budget management, allowing for +/- 20% budget line deviation. Stakeholders perceived the RY-PBL (PBF) as sufficiently timely within acceptable factors. Key informants indicated to identify possible interventions and to promote joint programming collaborations to respond to areas of intervention that couldn't be attained, through sourcing for other local funds. In some areas both UNICEF and UNDP implemented project activities which would complete one another. However, it wasn't possible in the short run and within few communities that were not always overlapping, to demonstrate a bigger efficiency of the project nor impact in those areas of convergence. It was cited from key informants that, the most significant barriers to efficient implementation of the RY-PBL (PBF) project were; i) delay processes in starting the project, ii) language barriers between implementers and communities, and iii) political and institutional instability in some areas of implementation. Although targets were achieved more adolescents would have liked to benefit from pre-professional and life skills trainings, as many adolescents witnessed during FGDs. Moreover, the quantity of activities hindered quality.

51. For ANADEC and Palmerinha detailed financial report were shared. The funds were spent according to the activities planned and approved by UNICEF, i.e. Output 1: skills building of adolescents acting as leaders in the peace-building process in rural areas. "Djumbai" by teenagers with their peers, animators trained in animation techniques, pre-professional courses for adolescents and supervision of thematic workshops; and Output 2: training adolescents in the production and dissemination of radio spots and broadcast of radio programs, creation of multipurpose space for expression, clubs of adolescents, thematic "Djumbai" adolescents' regional conference held. Absorption of funds was of 93% of funds spent and the balance of 7% was devolved back to UNICEF.[62]

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[62] Final financial report from ANADEC, 16 October 2020

Table 13: ANADEC/PALMEIRINHA Cumulative Final Financial Report

RY-PBL Funds to ANADEC Sept 2018-Dec 2019	XOF	%
Total Initial Budget	158 998 500	100
UNICEF Funding	135 204 702	85
ANADEC/Palmerinha Co-Funding	13 007 000	8
Total Project Funding	148 211 702	93
Not executed	10 786 798	7

Source: ANADEC RY-PBL (PBF) Final Financial Report

52. For outcome 884 EDUCATION EQUITY AND QUALITY of UNICEF, Output 003 OUT OF SCHOOL CHILDREN, 400,012.14 USD were spent by July 2020 with commitments for other 228,327.46 USD. Detailed breakdown is not available nor clear if this was directly implemented by UNICEF for Out of School or if funds were transferred to Ministry of Education, although this wasn't confirmed by any KII. A financial detailed report for this component of the RY-PBL (PBF) project wasn't available. Interviewed staff from INDE have spoken about direct payment from UNICEF to the Consultant developing the Accelerated Learning Curriculum and direct UNICEF spending. On the other side, the interviewed staff at Ministry of Education, who was initially involved in the evaluation, did not know about the origin of funds that are given to the Ministry by UNICEF nor that some funds received by Ministry were related to RY-PBL (PBF) project. Political instability and staff turnover in public offices made it difficult to get relevant information.

53. Concerning UNDP youth component (Output 1.3 and 1.4), funds were transferred to SWISSAID and 13 small grants to local CBOs based in the 2 Regions (Gabú and Cacheu). Financial Report from UNDP wasn't available nor the ones from the 13 CBOs sub granted.

SWISSAID Financial Report was shared with the evaluation team with a variance analysis from budget allocated to what spent by activities *(Table 14).*

Table 14: SWISSAID Financial Report as per end of September 2020

	SWISSAID FINANCIAL REPORT				
	Output 1.3: Youth leaders and organizations have enhanced skills and competencies as environmental and gender-sensitive peacebuilders				
	Outcome / Output / Activity Description	**CFA Received**	**CFA Spent**	**CFA Balance**	**%**
A 1.3.1	CN on elaboration of training curricula development and delivery		0	0	
A 1.3.2	Visit Youth in Cacheu, Gabú and Bissau to explain project, gain buy-in and identify volunteer trainers and validate thematic modules	2 443 347	2 275 450	167 897	6,9%
A 1.3.3	Meeting with Youth Orgs to determine key messages of 6 - 8 Thematic Modules	271 483	0	271 483	
A 1.3.4	Organize T4T workshop #1: Prepare the content and teaching methodology - leadership	3 800 762	3 633 692	167 070	4,4%
A 1.3.5	Organize T4T workshop #2 migrations	3 800 762	3 737 793	62 969	1,7%
A 1.3.6	Organize T4Tworkshop #3 natural resources management	3 800 762	3 762 093	38 669	1,0%
A 1.3.7	Organise T4T workshop #4 gender	3 800 762	3 498 743	302 019	7,9%
A 1.3.8	Organize T4T workshop # 5 conflict management	3 800 762	3 466 893	333 869	8,8%
A 1.3.9	Organize T4T workshop #6 Functioning of Democracy	3 800 762	3 499 093	301 669	7,9%

A 1.3.10	Organize T4T workshop #7 Human rights	3 800 762	3 549 343	251 419	6,6%
A 1.3.11	Prepare 1st draft Curricula based on Workshops	0	0	0	
A 1.3.12	Provide Grant to organize Prainha 1 May Celebrations (funds managed directly by the UNDP)	15 203 048	0	15 203 048	
A 1.3.13	Replication of the modules (16)	27 148 300	44 291 170	-17 142 870	63,1%
A 1.3.14	Finalize and validate curricula with technical experts and youth networks	6 515 592	5 962 000	553 592	8,5%
A 1.3.15	Print and distribute curricula (This curriculum is a public document - open source - paid for with taxpayers' money)	10 859 320	2 414 100	8 445 220	77,8%
A 1.3.16	Group formation in methodology replication (180 people, 50 from Cachéu, 40 from Gabu, and 90 from Bxo)	10 859 320	7 833 000	3 026 320	27,9%
Sub Total 1.3		**99 905 744**	**87 923 370**	**11 982 374**	**12,0%**
Output 1.4: Youth leaders (with special attention to inclusion of young women) apply peacebuilding and leadership training to the design and implementation of innovative					
A 1.4.1	CN for Design of Small Grants Schemes	0	0	0	
A 1.4.2	Conduct Call for Proposals and Organise Steering Committee meeting to provide 3 types of grants (Support for dessimination of the Youth National Policy)	3 257 796	729 500	2 528 296	77,6%
A 1.4.3	Conduct Induction Training for Selected Grantees w/ NR and Advocacy modules	7 601 524	3 289 000	4 312 524	56,7%
A 1.4.4	Youth Org. Design and Faciitate Peacebuilding Forums (Disseminate messages from Curricula) as a grant to CNJ-RENAJ-INJ	32 577 960	32 371 320	206 640	0,6%
A 1.4.5	Youth Grantees develop comunication materials and campaigns to build peacebuilding awareness around natural resources management issues and youth voice in Decision-making. Radio Jovem	32 577 960	30 012 000	2 565 960	7,9%
A 1.4.6	Youth Groups conduct environmental peacebuilding and advocacy initiatives for youth from communities' target	54 296 600	62 043 085	-7 746 485	-14,3%
Sub Total 1.4		**130 311 840**	**128 444 905**	**1 866 935**	**1,4%**
	UNDP General Cost			0	
PM 1.1	TOR for Recruitment of experts	0	0	0	
PM 1.2	Communication, Flags, banners & other visibility items	27 148 300	14 720 000	12 428 300	45,8%
PM 1.3	Recruitment of National Experts - One expert per module to define key messages and 1 youth leader to contextualize to youth and disseminate	22 890 361	11 675 000	11 215 361	49,0%
PM 1.4	Swiss aid personnel and matertial costs	38 356 204	71 288 846	-32 932 642	85,9%
PM 2.2	Initial Survey conducted on community leader perceptions	0	1 120 000	-1 120 000	0,0%
PM 2.3	Final Survey conducted on community leader perceptions	0	1 120 000	-1 120 000	0,0%
PM 2.4	Knowledge fair	0	0	0	
Sub Total PM 1.3		**88 394 865**	**99 923 846**	**-11 528 981**	**-13,0%**
	GRAND TOTAL NET	**318 612 449**	**316 292 121**	**2 320 328**	**0,7%**
	Total received	334 025 756			
	Pending payments by 30 September 2020	17 733 635			

Source: SWISSAID RY-PBL (PBF) Final Financial Report

According to key informants +/- 20% variance was authorized by UNDP. This explains the differences between what planned and funds spents, while some activities, like initial and final survey on community leaders' perceptions, were carried out directly by UNDP. From the budget analysis it is evident that funds for replication of trainings and youth activities were increased, according to field needs. Also personnel's cost was increased, showing, like in other budgets of this consortium, that staff was underestimated. Good was the allocation of funds for communication but unfortunately it had to be cut, in favour of other budget lines. Overall the flexibility of UNDP made possible to readjust the budget on the way thus icreasing efficiency.

54. Concerning Human Resources, the only ones budgeted for in RY-PBL Project was a coordinator for both UNICEF and UNDP and an M&E person for 1 year (UNV) which was

rather insufficient. The coordinator was contracted as consultant and the Job Description (*ANNEX 18*) is showing little coordination and management empowerment, with unrealistic expectations on M&E tasks and overlapping tasks on technical matters with the ones of IPs. Lastly, coordination between UNICEF and UNDP wasn't described.

> EQ 3.2 To what extent could the same results have been achieved by other less expensive alternatives?

55.   Resources of RY-PBL (PBF) were overstretched on a wide range of different activities, targeting adolescents and youth from one side, and education versus life skills from the other side. The evaluation shows that IPs did the maximum they could do with those resources, especially when it comes to life skills activities, although there is not a breakdown of funds planned for each of the different areas. For Education, a financial breakdown wasn't available from neither UNICEF, nor SWISSAID or INDE. Therefore, it was not possible to measure whether the same results could have achieved by other less expensive alternatives. From various interviews, it emerged that not all activities could be fully carried out because of the COVID-19 lockdown.

56. The evaluation also noted that the project improved cost efficiency through its flexibility to increase the number of beneficiaries as need arose like for instance in multiple activities with adolescents *(Table 7).* This way, the project was able to optimize the amount by number of beneficiaries reached. However, the project could have been more cost-efficient if the activities were more focused (i.e. either peacebuilding training with youth and life skills for adolescents or either education for out of school). Moreover, the education activities couldn't be evaluated because the curriculum developed couldn't be piloted and schools, at the time of evaluation, were closed due to lockdown. Although it is understandable that the education sector is always underfunded and an effort need to be done to reduce school dropout and to catch up with out of school children or even youth (both girls and boys), a fully dedicated project with a longer timeframe may have been more appropriate,

57. One success factor for efficiency of RY-PBL (PBF) project was the degree to which the project did a training of trainers, optimising resources since they were able to identify local leaders who speak local languages to help in the process and adapt manuals to the context.[63] Furthermore, the teams of youth interviewed in FGDs offered an alternative to work directly with them, once facilitated and empowered, as an option to reduce costs and at the same time to be even more efficient since they know their communities, which problems are there and how to address them. Young leaders clearly indicated that peacebuilding activities were more expensive working with central NGOs than if funds were given directly to existing CBOs in Gabú and Cacheu or Churches or local Administrations. It is also believed that, the projects' implementation of activities was more expensive, which focused more to have an impact in the communities. On the other part, accountability could have been a challenge.

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[63] ANADEC and SWISSAID Reports

EQ 3.3 What management factors have improved or reduced the efficiency of the experience?

58.   The target was exceeded due the high level of engagement from adolescents. The proposed Accelerated Learning program covered essential contents of the first 6 years of basic Education, reorganized into 3 years. The work with students started in the 2019-2020 school year and it may be expected to obtain a first group of graduates from year 2021-2022, from Cacheu (45 girls and 45 boys). The target was exceeded, because of the participation of 1000 youth in the "Youth Opens Schools". More youth organizations have been attending the trainings provided than the initial targeted number. An average of 26 youth took part of 7 training for trainers in Djalicunda (August 2018), 13 innovative initiatives demonstrated high-level of management and sustainability. According to project coordinator this was due to limited capacity of IPs to manage more than 13 grants at a time.

59.   As far as Management Structure is concerned, the Secretariat had its own structure but because of delay in recruitments (ex M&E), coordination with UNICEF, UNDP and its direct partners was not always efficient. Management organogram of the program however and percentage of time for dedicated staff were not very clearly spelled out. The evaluation team found only one staff fully funded and fully dedicated to RY-PBL (PBF) project i.e. the project coordinator that was allocated for both UNDP and UNICEF and hired as a consultant, being all other staff partially involved on it. From the management structure it is not clear who was responsible for M&E of this very project. On the other hand, staff turnover made difficult to the evaluation team to have the historical of the project including budget breakdown from departure.

60.   At the beginning of the project, two coordination structures were created, one at national and the other one at regional level. The National Coordination Committee brought together UNICEF and UNDP. UNICEF had been partnering with ANADEC and Palmerinha (working on Life Skills for Adolescents) and with INDE (working on Education for Out Of School girls and boys). Instead UNDP had been partnering with SWISSAID (working with youth on Trainers of Trainings) and INJ (National Youth Institute). That brought together youth networks as the National Youth Institute, RENAJ, CNJ, FONDINKEIA and FNJP. A Regional Coordination Committee was also created gathering Young Regional Leaders of the Youth Associations' Networks, with the mission of implementing the work on the ground (*Table 2)*.

61. According to the interviewees, the Regional Structure did not work due to the overarching presence of the National Committee, which coordinated and carried out all the work in the field, probably due to short timeframe, and managed project finances. Coordination between the Youth Associations' Network and some Peacebuilding Organizations had been lagging. Poor coordination from national to regional level and among Youth Associations' Network reduced the efficiency of the project and the cost of implementation resulted higher than it should have been, as some young leaders have previously above stated.

62. A JCIT (Joint Coordination and Implementation Team) was in place and a JCST (Joint Program Management Committee and Steering Committee) were planned in the original proposal. The JCIT, composed by a Program Specialist, Education Specialist, Program

Associates, M&E Specialist, Gender Specialist and Communication Specialist, was sensed to be in charge for the supervision of the project implementation process, including joint field missions for programmatic visits, and project overall quality assurance and reporting and for technical backstopping and programmatic guidance to the project coordinator. The idea of JCIT was meant to create the necessary conditions for efficiency of interventions by the government and communities being put in place by UNICEF and UNDP but then according to project coordinator and other KIs, JCIT was not effective on the ground, neither met regularly. A project board composed by UNICEF and UNDP was established to perform the duties and tasks assigned as per UNDP guidelines on Annual Review process and it was supposed to meet quarterly. Evaluation didn't find evidence that this had happened.[64]

63. When the project was presented at regional level, motorcycles and other benefits were promised but never fulfilled, according to interviewees. Young leaders of Gabú, Pirada and Pitche complained about the mismanagement of project funds by NGOs field offices based in Bissau. This is why, according to them, many activities have not been completed. This is the case of Benfica where after the training an awareness raising campaign should have been carried out in the community, and nothing was done till June 2020, when the evaluators visited the area. Pitche's animators themselves had neither money to rent motorbikes nor fuel to test the motorbikes. They borrowed motorbikes from their friends for awareness raising activities and when they went to resolve a conflict at the tabancas, used their own money to cover travels expenses, with the hope of getting another project in the future. In Pirada young leaders also complaining about the same situation of the lack of honesty in the management of funds, at field offices level. According to a young man, the association responsible for the implementation of training and awareness in Pirada was handed over 5.000.000 CFA, but according to him the expenses of transport and training did not exceed 1,000,000 CFA and, he said, he wouldn't know where it was invested the rest of the money. Further nobody selected people to do activities in that area and no one knows the topics addressed in that location.[65] Unavailability of funds by youth organisations has meant in terms of implementation lack of efficiency and caused demotivation among young leaders.

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[64] Key Informants Interviews. RY-PBL (PBF) project, May-August 2020
[65] Key Informants Interviews in Pirada, Pitche and Benfica (Gabú), Evaluation RY-PBL (PBF) June 2020

PRELIMINARY CONCLUSIONS: EFFICIENCY

EFFIC 1. Budget and financial analysis evidenciated more efficiency when activities were implemented by NGOs with long term experience in life skills, already working with adolescents and youth. The activity for Out of School wasn't efficient partly due to unrealistic planning, especially in a pre-electoral period, and partly to PBF project typical timeframe (18 months). Some financial reports were immediately available some others were not received. Financial report for the Accelerated Learning Program wasn't available nor financial and narrative reports for small grants. (Par. 47,48,49,50,51,52,)

EFFIC 2. **The high number of activities compromised quality.** Peacebuilding life skills training, pre-professional trainings and accelerated learning were not realistic to be achieved in 18 months in a single project. In addition, COVID-19 affected the realization of some activities like piloting Accelerated Education Curriculum, since school were closed due to lockdown. Implementation of activities has been mostly concentrated at the end of the project, thus reducing efficiency. (Par. 51,54,55,56)

EFFIC 3. The Management and M&E structure were not fully developed. JCIT (Joint Coordination and Implementation Team) and JCST (Joint Program Management Committee and Steering Committee), were not fully in place nor coordination has been always optimal, especially from national to regional level. The coordination at national level wasn't efficient due to lack of clarity of roles and responsibilities, from one side and from the number and type of duties in the JD of the coordinator. Allocation of PBF peacebuilding's funds from UN Country Team was based on requests from UN agencies and on their mandate, not on a vision for the whole program. Evaluators couldn't see an overall peacebuilding PBF projects coordination matrix for the country neither a planned geographic distribution to maximize efficiency and impact of the PBF program. Funds needed for coordination and M&E were underestimated. (Par. 54,59,60,61,62)

EFFIC 4. Same results could not be achieved by other less expensive alternatives as funds were already overstretched. If from one side the project managed to implement several activities with limited amount of resources, even exceeding targets when coming to activities with adolescents, from the other side those activities were run in a short time and without taking roots in the communities. Some activities were not ran because of accessibility and insecurity. The only thing that would have increased the efficiency would have been more focused activities and joint activities in selected Sectors of the 2 Regions. (Par. 55**,**56,57)

EFFIC 5. The project showed a level of efficiency in implementing specific initiatives which, in the long run, saved costs. For example, selecting local leaders who speak local languages for training of trainers, to help in the process by adapting manuals to the context.[66] Furthermore, youth offered an alternative to work directly with them, once facilitated and empowered. This would have been an option to reduce costs and at the same time to be even more efficients since they know the problems of their communities, including how to address them. (Par. 57)

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[66] ANADEC and SWISSAID Reports

8.4 Sustainability and Future Directions

Sustainability is the likelihood achieved by a project to continue without UNDP and UNICEF after the projects' lifetime is completed.

64. Sustainability can only be conditional depending on the presence or absence of certain factors. These factors can usually be classified into one of four categories: i) level of participation, ownership and processes by stakeholders; ii) degree to which systems and processes have been systematized or institutionalized; iii) the degree of political will to support or prioritise ongoing processes; and iv) availability of resourcing for continued actions. Some aspects of sustainability have already been touched in previous portions of the narrative.

Sustainability *(to evaluate scalability and capacity of partners to carry on the initiatives)*	EQ 4.1 To what extent have the Government and central and de-concentrated levels, NGOs and communities taken ownership of the PBF initiative? EQ 4.2 To what extent have the necessary conditions for the ownership of interventions by the government and communities been put in place by UNICEF? EQ 4.3 To what extent have dimensions of the PBF project been incorporated into national peace building practices? EQ 4.4 What are the factors that influence the sustainability of the Peace Building Project outcomes?

Picture 8: Adolescents evaluate 5 days training on Radio Content Production & Dissemination in Gabú

Source: PALMERINHA RY-PBL (PBF) Repor

65.   Considerations of sustainability in a context of Guinea Bissau may be overly aspirational, according to key informants and following the new post-election crisis.[67][68] Progress in peacebuilding has been achieved, but there is still significant work to be done before gains be sustainable. While the 18 months standard frame given for PBF projects could be effective for emergencies or in view of elections, this is not enough for a long-lasting peace agenda, moreover in a country that has been in trouble for decades. One positive factor is the nature of project activities implemented through collaboration with Government, leading to a certain degree of ownership and influencing political will. Ongoing strengthening capacity support, required, has been given through; 1. Youth trainings, and 2. Raising of awareness through radios which has made it possible to reach many parents. For example, the importance of the civic register, thus creating ownership of any processes being implemented in the communities, also if it has not been consistent all over the Sectors. In some Sectors, weak involvement of traditional leaders created mistrust due to the scarcity of information flow disseminated at different levels.

66. National ownership was partly achieved. The government, through its RY-PBL (PBF) focal points at the Presidency of the Council of Ministers and Ministry of Legislative Affairs were fully engaged and followed the implementation of various initiatives, as testified by Government and PBF Secretariat Key Informants. During implementation of the 13 small grants assigned to CBOs, the Ministry of Interior abandoned its law enforcement strategy with the communities of Suzana sector and joined the small grant project implementors to advance a verbal solution for the intercommunal conflict. The General Secretary of forests, IBAP, local authorities, and traditional representatives were well involved within the youth innovative initiatives related to natural resources management. Realign the Accelerated Education Program through INDE, in line with the national education policy and its legislation, involving the related Ministry of Education structures, including for the certification and (re) insertion of children, adolescents and youth in the regular education system was an evident national ownership approach. Overall, the project was able to prevent manipulations of youth by political actors as most key informants reported.

67.   While at national level ownership was felt to be high, also due to a strong national project structure, as described in *par 61*, and to a standing agreement, UNDAF, this was not the case at regional level. The Regional structure of the project remained weak during project implementation, partly due to insecurity and to unavailability of staff to stay in those areas.[69] According to regional administrations, communication flow was scarce in some cases, also due to high staff turnover in the administrations, but also to relative presence of implementing partners in the regions, thus producing scarcity of information at different levels. Limited knowledge by the Regional and Sectarian Authorities of the work carried out in certain villages created some discontent. Consequently, the involvement of traditional leaders in the activities

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[67] http://www.xinhuanet.com/english/2020-03/04/c_138842245.htm
[68] https://issafrica.org/pscreport/psc-insights/stand-off-following-presidential-elections-in-guinea-bissau
[69] Reports from evaluation field assistants. July 2020.

remained weak, creating mistrust feelings. As indicated before, a more active involvement of young leaders in the targeted Regions could have better contributed to nuance this difficulty.

68. The implementation of some impactful activities, such as peace building trainings, was not consistent in the intervention targeted villages due to reason above indicated. It was also cited that, the level of implementation of activities within neighbouring villages was not done in the same scale, which was not pleasurable to some administrators, as they testified to evaluation team. Furthermore; it was also added that, although a few regional coordination structures, as earlier discussed, were planned right at the beginning of the project, some of them were never functional.

> **EQ 4.2 To what extent have the necessary conditions for the ownership of interventions by the government and communities been put in place by UNICEF and UNDP?**

69. From an implementation perspective, significant challenges were present due to limited institutional memory and transitions of personnel. UNICEF and UNDP favoured the coordination of activities between the Youth Associations' Networks and some Peacebuilding Organizations, as indicated in the scope of the RY-PBL (PBF). The participation of Government was granted at multiple levels, from Bissau to Regions, to Sectors and Communities, through local authorities participating in project design and taking the lead in implementation in some Sectors, produced significant positive effects, although this wasn't consistent (*par. 61*). This aspect wasn't given for granted due to insecurity and accessibility of the 2 Regions in a context of political instability. As noted earlier, (*par. 60*) there was a highly valued secretariat constituted by Guinea Bissau stakeholders at central level. The project was well integrated within the local government priorities and within other development and peace-building work in the area, school civic education and youth networks, addressing some priorities of the Government (*Par. 31*). The coordination of activities between Associations' Networks and some Peacebuilding Organizations was within the scope of the RY-PBL (PBF). Efforts on knowledge sharing and stakeholder integration could be translated into best practices from the PBF, that could be helpful in future programming.

70. UNICEF and UNDP are normally partnering with the Government of Guinea Bissau. UNICEF worked closed to Ministry of Education, and the Ministry of Women, Family and Social Cohesion together with Ministry of Youth and Employment. The relationship with Ministry of Education was enhanced by collaborating with INDE to develop a curriculum of Accelerated Learning education addressed to youth out of school. A grant to INDE was provided to pilot it in few schools of Gabú in view of scaling up this very important activity.[70] A total of 24 schools from 10 sectors were involved. The pilot classes were developed in two phases (phase 1 – years 1 & 2; phase 2 – years 3 & 4) and the evaluation process involved 720 students and 40 teachers. The curriculum is property of Ministry of Education. UNDP, from its side, has been working within Guinea-Bissau/UN Partnership Framework 2016-2020 (UNPAF) with line Ministries, including Ministry pf Interior and Ministry of Justice and Peace. The UNPAF represents the UN integrated system's contribution to the National Development Plan 2015-2025, Terra Ranka, articulating National priorities for reform, sustainable economic and human development. In the framework of RY-PBL (PBF) UNDP has been involving

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[70] INDE: Curriculum for AEP. Guinea Bissau, 2019

Ministry of Justice and Ministry of Interior all along PBF activities. At regional level, however, both UNICEF and UNDP, have been partnering with implementing NGOs, with very little involvement of local Government.

71. A too broad range of activities, insecurity, difficult accessibility and understaffing, with almost no M&E, made impossible to accommodate all the necessary conditions for ownership of the intended interventions at different local levels from administrations to communities' leaders. In fact, most authorities complained of not having been enough involved, if not at all. On the other hand, government and local administration staff turnover was also very high due to political instability and results of elections. These variables created the perception of low ownership efforts made for some interventions, by UNICEF and UNDP. Consequently, implementing partners felt that now one could take the activities further. For example, only few of the authorities present during the implementation of the RY-PBL (PBF), have been found in service.

> **EQ 4.3 To what extent have dimensions of the RY-PBL (PBF) project been incorporated into national peace building practices?**

72. Different FGDs had convergence of opinion regarding the inclusion of the RY-PBL (PBF) project activities being incorporated into the regional peace building practice with over 75% of the responses attained.[71] In the communities there were several types of conflicts, particularly conflicts over land tenure and transhumance problems,[72] especially the destruction of crops by cattle.[73] Other conflicts were linked to public administration organization and to fights within families as reported by young leaders interviewed in Gabú and Cacheu.

> **MAIN CAUSES OF CONFLICT IN THE COMMUNITIES OF GABÚ AND CACHEU[74]**
>
> **Environment**
>
> 1. Irrational exploitation of natural resources, for example, hunting, cutting trees, fishing in conservation areas.
> 2. Burning of the forest to extract coal, abusive cutting of trees for woods, on the other hand, has the effect of the Sahara Desert.
> 3. Disorderly occupation of land (invasion of land by foreigners or natives from other areas) and poor land management by the local administration
>
> *Answers*
> - Rationalize the use and consumption of natural resources, in consultation with communities and IBAP;
> - Creating community management committees for conservation areas.
> - Awareness campaign and promotion of conservation and its advantage for the community and country in general;
> - Reforestation of areas affected by burning, cutting trees, drought in the Sahara Desert. Planting the trees every year;

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[71] Key Informants Interviews and FGDs in Gabú and Cacheu. RY-PBL (PBF) Evaluation, June 2020
[72] Kerry Maze. Land Conflict, Migration, and Citizenship in West Africa: Complex Diversity and Recurring Challenges. World Bank 2015
[73] https://www.dandc.eu/en/article/guinea-bissau-must-finally-apply-its-land-law-order-resolve-conflicts
[74] SWISSAID RY-PBL Final Report. October 2020

Source: SWISSAID RY-PBL Final Report

73. The presence of RY-PBF project has significantly reduced the number of conflicts and adolescents were not only able to identify traditional instances, but also state structures for the management and resolution of these conflicts through government institutions like community groups and police.[75] There was also a greater participation of youth in community unity to resolve conflict by seeking advice from community elders compared to the past. In the communities there were several types of conflicts, particularly conflicts related to domestic and gender-based violence and fights among young people. In the aspect related to conflict resolution, the evaluation observed the importance adolescents attach to the RY-PBL (PBF) project to provide them with tools to solve their age group problems. Before the project started, these types of problems were solved at a higher level, by elders, and it was common, in the situation of potential conflict among classmates, a third party encouraging the parties to fight.

Quote 13 " *I once solved a problem in the bosom of my two friends who were fighting* " Girl in FGD, Sampaia, Gabú

74. The animations and sensitizations carried out during the project reinforced the mechanisms of inter and intra generational dialogue and improved the participation of adolescents in the aspects of leadership and decision-making within their respective communities, as well as, strengthened social cohesion. Regarding the role of the "Bancadas", word standing for youth informal groups, there was a convergence of opinion in almost all the focus groups of adolescents that the "Bancadas" served not only as a space for fun and fraternization within a

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[75] Key Informants Interviews and FGDs in Gabú and Cacheu. RY-PBL (PBF) Evaluation, June 2020

quarter, but also as a space for solidarity, reciprocal help, counseling and conflict resolution within the same group and therefore community.

> **Quote 14** *" The informal youth groups serve for fun, advice among colleagues and to resolve conflicts that arise in the group "* FGD with adolescents, Gabú

75. It was further cited, out of FGDs with youth, that young leaders, after the implementation of the RY-PBL (PBF) project were better placed to participate in decision making in the community issues than before. Participation of youth in decision making was ranking at 75% of the scale between 5 – 8 compared to 25% of those who placed the scale at 3 out of 10. Thus, according to some young leaders, this reduced the flow of lawsuits in courts and police since youth are now able to seat together to sort out, peacefully, misunderstandings among them, or by talking to elders.

> **Quote 15** " *Before they did not consider that young people can also think like adults*". FGI Madina Mandinga, Gabú

76. Although those achievements were reported it was also found that continuous education activities with adolescents and youth are needed to generate a long-lasting peace's mentality (*Quote 16),* and all actors involved in peacebuilding would need to have the same kind of trainings, as indicated by national key informants. It was indicated that a more thorough going coordination among all PBF projects to define targets and geographic areas would produce more sustainable results. Effective coordination among PBF projects, so far, is not fully in place. Even although youth and local leaders testified reduced violence prior to Legislative and Presidential elections, as results of less instrumentalization of youth by parties, after elections many politicians and administrators had to leave the country because of disorders. This demonstrates that until a peaceful mindset, at 360 degrees, in all actors, is not built, results may remain circumscribed to local realities and for a given time.

> **Quote 16** "*As long as political disorders last, the project must be extended*" (Administrator, Bissau)

> EQ 4.4 What are the factors that influence the sustainability of the Peace Building Project outcomes?

4.4a Factors contributing to sustainability

77.   Discussing sustainability within the context of Guinea Bissau was mainly aimed to leave a footprint if a decision for funding ever stopped. There has been significant progress observed in the RY-PBL (PBF) peacebuilding project, irrespective of insecurity occurrences in the country. The interventions were seen as having had the strong commitment of Government and other stakeholders. The principle of working through the Government, aiming at unblocking processes and strengthening linkages, for Regions, Sectors and Villages administrators, produced behavioural changes within the target population of youth leaders (80% of respondents to the interviews rated 7- 8). Some of the noted positive factors that were documented as contributing to sustainability of gains were; i) trainings that brought about

ownership and commitment of beneficiaries, and the ii) involvement of actors concerned in the implementation.

78. Through the small grants programme, the key-actors of public sphere demonstrated more engagement and consequently made significant and notable progress within communities, as strategy-solution were instantly availed and local conflict management strategies developed. There were specific areas where further conflict management in natural resource through training and capacity development was required (Sector of Pirada), but it was considered that the Government at regional and national level, could identify other alternative areas and seek appropriate solutions. However, one peacebuilding initiative in Suzana's area headed by three youth organizations made substantial progress in developing youth capacities to manage conflict within Communities.

79. It is expected that the experience and capacities of the rural adolescents and youth in these two regions developed during the project's lifetime, will continue to contribute to sustainable return and reintegration of activities, subject to the availability of financing. In addition, the active involvement of elders, members of communities and key-actors such as regional governors, will have to make a significant contribution to current sustainability of radio programmes for adolescents and ongoing communities peacebuilding initiatives developed by adolescents and youths.

> **Quote 17** "*Now with this project we are better able to participate in decision making in th community* ". FGD Madina Mandinga, Gabú

80. The choice of activities may favor or not sustainability. Adolescence is a phase of experimentation and uncertainty, some have chosen courses such as teacher, administration, accounting whose duration is long and the academic levels are unaffordable to most of them. Peacebuilding involves several aspects, social and economic that contribute to peace, speaking of rural areas with extreme poverty in their families, it is necessary to strengthen their skills to become an agent of change in their community in order to reduce conflicts arising family economic situation.[76] Some teenagers, after peacebuilding trainings are continuing to produce articles and work with other teenagers who have not benefited from those short courses. The teenagers were not imposed to follow courses that they wouldn't want, they are autodidact.

4.4b Factors hindering the sustainability

81. An essential element of the *Mobilizing Rural Youth and adolescents to serve as a peacebuilding leaders* project was to ensure that certain governing bodies were fully aware of the project. Specifically, the National Youth Institute, General Direction of the Presidency of the Council of Ministers, the regional governors and regional traditional representatives from Gabú and Cacheu were noted as being particularly important in having the full acknowledgement and involvement in the project, by participating directly in some activities or sorting out issues, where the case. It was cited in the RY-PBL (PBF) proposal that "a

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[76] ANADEC RY-PBL (PBF) Final Report. October 2020

project coordination structure at regional level would be established with local authorities, political leaders, representatives from Associations of Parents and Guardians, Children's Parliament, Civil Society Organisations and Youth. At the community level the implementation approach will include collaborations with local civil society. Committee for Management of the Tabanca, (village community) and youth organisation. A beneficiaries' committee will be set up to provide ongoing feedback to the management team, ensure transparency, of processes and budgets, and enable effective communication with beneficiaries." However, it was noted that this was limited to some cases and not consistent all over the RY-PBL (PBF) project, due to accessibility, insecurity and time constraints; More than everything because subcontracted NGOs limited themselves to work with staff from central level, thus reducing sustainability.

> **Quote 18** *"Now that people in the community do not turn to police stations or courts to resolve their conflicts. On the other hand, here in the community there are already local conflict resolution groups."* Young leader, Gabú

82. Being a Regional centred project, the regional coordination would have needed to be reinforced. In fact, the National coordination, vis à vis of the Regional one, wasn't effective. Limited knowledge, by the Regional and Sectarian Authorities, of the work carried out in certain Communities by the implementing partners, could hinder sustainability. This has been the case in some communities where involvement of traditional leaders in RY-PBL (PBF) activities has been weak. Young local leaders' involvement was found also as a factor enduring sustainability besides efficiency as indicated above. Additional factors negatively influencing sustainability of the peace building project were the knowledge retention due to the high turn-over of staff.

SUST 1. The national ownership of the project was granted through the engagement of line ministries, in particular Education and Youth in all planning and decision-making processes and Presidency of the Council of Ministers and Ministry of Legislative Affairs. It was indicated that there is need to give time for the project to produce better results, "since Peacebuilding processes are not built overnight". (Par. 65,66)

SUST 2. The project was well integrated within the Local government priorities and within other development and peacebuilding by school civic education. The coordination of activities between the Youth Networks and some Peacebuilding Organizations was within the scope of the RY-PBL (PBF). However, the level of coordination was scaled down, moving from national to regional and community level, hindering sustainability. (Par. 67,68)

SUST 3. UNICEF and UNDP had planned for the necessary conditions of interventions ownership by the government and communities, but then ownership wasn't consistent at all levels due to turnover in administrative staff and political instability. Insecurity, accessibility and understaffing, especially at regional level, with poor M&E and a too broad range of activities made impossible to accommodate all the necessary conditions for ownership. The education of adolescents was proved to be more sustainable because of the continued engagement of adolescents because they live where they are trained. At the contrary youth, especially those of the indicated age range 17-35 are often moving to Bissau or out of the country. (Par. 69,70,71)

SUST 4. The dimensions of the RY-PBL (PBF) project were incorporated more into regional than into national peace building practices. In fact, the RY-PBL project addressed mostly the several types of conflicts in the community, particularly conflicts over land tenure and transhumance problems. Other conflicts were linked to public administration organization and to fights within families. Trainings on Democracy, Governance, Leadership and Freedom could be seen as national priorities. Apart from this, administrative changes cannot happen as quickly as wished, especially in the fragile political context of Guinea Bissau. (Par. 71,72,73,74,75,76)

SUST. 5. Several factors influenced the sustainability of the RY-PL project outcomes, both positive and negative ones**.** Among the positive ones the participation of adolescents and their stability in the community, compared to youth moving already to Bissau or to other countries, was an element of sustainability. At the same time the participation of local leader and of youth networks was an indication of sustainability and ownership. Among the hindering factors has to be cited the little participation of regional administrators due to little involvement but also to staff turnover in administrative structures. For example, none of the authorities present during the implementation of the RY-PBL (PBF) have been found in service at the moment of the evaluation. Some activities hadn't much possibility nor time to take root into the community. (Par. 77,78,79,80, 81,82)

8.5 Impact

83. Impact was included in this evaluation although it is advisable to evaluate the impact, for program's results to be tangible, after at least 3 years of implementation, Evaluating the collective impact of the entire project required an additional layer of review through two different dimensions, the first by identifying the collective changes in the thematic implementation areas and the second one was the operational impact of the project for funding agencies and Government entities 'perspectives as a result of supporting the projects in the targeted communities of the two (2) Regions.

Impact (evaluating the extent the collective project has contributed to peacebuilding and immediate developmental changes)	EQ 5.1 To what extent did the PBF project contribute to increased participation of adolescents and youth (girls and boys, women and men) in peace building efforts and decision making? EQ 5.2 To what extent the PBF project has contributed to positive and/or negative changes observed among beneficiaries (adolescents, young people, parents, communities, etc.)? EQ 5.3 To what extent has the PBF approach helped influence the perception of families, beneficiaries and communities about their role in peace building and decision making?

Picture 9: Citizenship training for adolescents in Tassilima, Gabú Region

Source: ANADEC RY-PBL (PBF) Report

84. Different implementing partners (ANADEC/Palmerinha and SWISSAID) had different target populations (adolescents and youth) and therefore diverse contributions in carrying out the RY-PBL (PBF) project. Each implementing partner carried-out their own assessments and compiled reports through individual activity / project reviews. Individual project briefs profiling impact and lessons learned from the individual project evaluations were carried out.

> EQ 5.1 To what extent did the RY-PBL (PBF) project contribute to increased participation of adolescents and youth (girls and boys, women and men) in peace building efforts and decision making?

85.   Given the weak M&E system overall (as discussed in previous findings), it was therefore impossible to identify proper measurement of indicators for all the variables, and for activities carried out in selected communities, nor was it possible to define the percentage of community involvement in RY-PBL (PBF) project which made difficult to isolate and establish contributions between indicators of progress and the many other activities funded by other donors in those areas.

86.   Gender and youth groups were integrated in cross-cutting themes to mobilize rural youth, to serve as peacebuilding leaders. The impact of youth and adolescent supporting activities in the villages was the creation of youth clubs, which impacted on peacebuilding and conflict resolution skills. Another impact of the RY-PBL (PBF) project was to access economic opportunities, producing self-esteem in adolescents to face challenging situations and self-expression to articulate their needs. About 1,810 (1,070 from Gabú and 740 from the Cacheu region) people were trained by the ANADEC, while SWISSAID provided a training to a total of 1, 490 in one of the extracted reports submitted. This proportion is still relatively small compared to the population of youth in the country to the total population (1,920,922: 2019 statistics)[77] that need this kind of program expansion to other areas of the country.

87.   Within the RY-PBL (PBF) project implementation of activities, it was cited that, there was an increase in women and girls' project participation, but less progress in women's representation in decision making bodies or governance structures. For example, women may participate in community processes such as; the involvement of women local community dispute resolution committees and engagement in community planning processes. Women were also involved in the economic development opportunities as provided by the activities of RY-PBL (PBF) project. However, women are still under-represented within targeted communities and local administrations, especially at the level of decision-making organs.[78]

> EQ 5.2 To what extent the RY-PBL (PBF) project has contributed to positive and/or negative changes observed among beneficiaries (adolescents, young people, parents, communities, etc.)?

88.   During interviews, 50% of respondents strongly believed that the project had made a substantial positive contribution for peace building in communities (Likert scale 7-10). Only 25% of respondents were negative to this effect. The positive contribution of the project

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[77] https://data.worldbank.org/country/guinea-bissau?display=de
[78] 2020 for UNDP

resulted from capacity building which enabled young people to gain the skills to standout. As positive contribution of RY-PBL project activities it was found that before there were no initiatives carried out by teenagers to carry out village cleaning campaigns, but nowadays there are monthly cleanings activities in the villages. In Guinea Bissau environment is one of the pillars of the National Strategic Plan 2015-25 and of the Strategy and National Action Plan for the Biodiversity which values biodiversity and services of the ecosystems in Guinea-Bissau and their contribution for the human well-being. After the several awareness campaigns in different villages adolescents became responsible for residents' prevention information campaigns of COVID-19.

> **Quote 19** *"There have been changes in teenagers who are better behaved than before"* (Animator, Gabú)

89.   Overall, beneficiary communities had, previously, a low participation of adolescents in all domains, including participation in meetings and decision making within family structures. After the project, a there has been a substantial change being involved in family meetings, as per the carried-out interviews with young teenagers' groups. No negative changes were observed among adolescents and youth beneficiaries as a result of RY-PBL (PBF) project.

> **Quote 20** *"Some teams involved young people in family gatherings to get our opinions. This is now always taken into account, which was not the case, and influences the type of decisions that were made unilaterally"* Father teenager, FGD, Cacheu

90. To carry out any activity that generates income needs peace, having peace will reduce poverty, and sources of conflict and violence. The impact of income-generating activities and pre-professional training for adolescents, introduced alongside peace-building activities, was first of all to keep the adolescents involved taking into account the importance of practical subjects in supporting the socialization of adolescents and involvement in community actions, thus contributing to peace-building and social cohesion. Employability is also an impact. Poor economic capacity, illiteracy and lack of occupation encourage violence and delinquency, thus the involvement of teenagers in income-generating activities reinforces their autonomy and values work and profession. Employability allows looking at the need for peace preservation at family and at community level. Adolescent occupation reduces delinquency, prostitution, utilization   of   drugs   and   alcohol.

EQ 5.3 To what extent has the RY-PBL (PBF) approach helped influence the perception of families, beneficiaries and communities about their role in peace building and decision making?

91.   The highly integrated nature of the RY-PBL (PBF) project approach allowed for a better strategic coherence, which helped to influence the perception of beneficiaries within the communities as part of their role in the peace building and decision-making processes. Theis passed through integrated activities with the potential role to influence the impact of the project, strategically. Some of these RY-PBL (PBF) activities within the communities provided added value as noted from the responses of in-depth interviews with regional administrators

and youth networks on impact of peacebuilding awareness campaigns. In fact, 86% of them felt that the project had strengthened people's peace needs awareness *(Figure 11)*.

Figure 11:   Tangible and visible effect of peace awareness activities
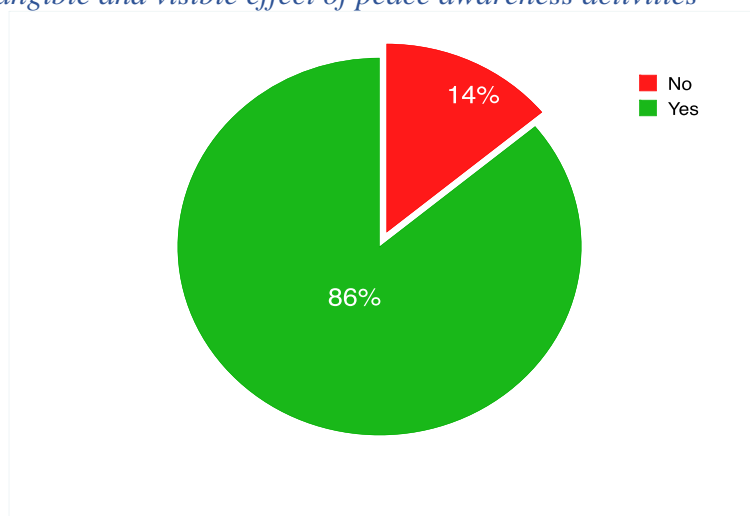
Source: Data from Field Evaluation, June 2020

92. Thanks to dispensed knowledge about leadership, democracy, freedom and governance through life skills trainings, as well as strengthened linkages among local institutions, youth decision making was improved. The main impact was therefore the increased capacity of young people to engage as active peacebuilders for more impactful interventions like the ones on environment. As part of the peace building processes, also families in the communities benefited from the different activities, since adolescents were responsabilised and more actives.

> **Quote 21** *"You are already involved in family gatherings and your opinions are always taken into account"* Adolescent, FGD in Cacheu

93. Through qualitative data sources and triangulation the vast majority of respondents were positive about the RY-PBL (PBF) project's contribution to peacebuilding. Stakeholders from all levels were able to point towards a wide range of changes which were observed as indicators of success for the collectivity, such as reduced cases reported to police or increased involvement of youth and ladies into family decisions. The project was seen to support the creation of an enabling environment also for other thematic areas like keeping the community clean or the protection of vegetal and animal species. Those, however, were limited to the daily life conflicts and not to a broader political setting, for which, as indicated before, a more comprehensive and longer project would have been needed.

94. The possibility of an extension of RY-PBL (PBF) project has been repeatedly echoed by respondents as a possibility to give more visibility to the activities, that remained a bit half way, as they were seen as successful and having made a positive progress, especially given the difficulties of implementation in some still un-safe areas of Gabú and Cacheu Regions. It is common belief that, if it would be given another round to the project, this would value better the contribution to the efforts made so far, especially with curricula developed that could be further used for the benefit of a larger population. It was further noted that, as respondents in the communities said, regional administration and stakeholders tended to express a high degree

of optimism regarding the future, if more funds could be availed and better channelled, involving more directly local and youth participation.

95. Enthusiasm for the project's contributions was quite high among IPs. At the contrary Local Government was less enthusiastic, as result of the flow of information from higher level to the local one. Some local authorities felt that they were needed just when they were called for meetings or to sort out problems or when IPs needed assistance in the villages. Respondents noted that, there is need to design a bottom up approach to indicate the methodology on how government officials at peripheral level can better participate and remain informed alongside the project implementation.

PRELIMINARY CONCLUSIONS: IMPACT

IMP 1. The RY-PBL (PBF) project contributed to increased participation of adolescents and youth (girls and boys, women and men) in peace building efforts and decision making. Positive changes have been registered for adolescents and young leaders by increasing their knowledge, leadership, competencies and life skills to engage as active peacebuilders. An attempt to strengthen linkages among local institutions has been made, even though it did not materialise into significant impact as previously mentioned (see SUST2). (Par. 84,85,86)

IMP 2. The RY-PBL (PBF) project has contributed to positive changes observed among adolescents, young people, parents and communities. It has been observed an increased women's' and girls' participation as a result of activities implementation, but less progress in women's' representation in decision making bodies or governance. No negative changes were observed among adolescents and youth beneficiary of the project. This impact was limited to the few communities were project was implemented. A bigger focus on key activities would have increased number of beneficiaries and therefore impact. (Par. 87,88)

IMP 3. The RY-PBL (PBF) project approach helped influence the perception of families, beneficiaries and communities about their role in peacebuilding, decision making, and social dialogue even though the impact was limited to the areas of implementation of activities. (Par. 89,90,91,92,93)

8.6 Integration of Gender and Equity

Gender integration is achieved through the provision of fairness and justice of treatment in the distribution of benefits and responsibilities between men and women and their respective needs. The *SDGs* focus strongly on equity and human rights, which means also social justice and inclusion. Summarized key Gender & Equity questions below.

Gender and Equity *(to evaluate fairness and distribution of opportunities)*	EQ 6.1 To what extent were Gender, Human rights and Equity principles duly integrated in the design and delivery of the project? EQ 6.2 To what extent did the PBF project identify and tackle the barriers that prevent girls' and women's access to the services that it made available in the targeted communities? EQ 6.3 To what extent did the project contribute to equal opportunities in political participation and decision making?

Picture 10: Pre-professional training on handcraft for adolescent girls and boys in Gabú

Source: ANADEC RY-PBL (PBF) Report

96. This section reviewed RY-PBL (PBF) gender and equity issues, which provided an overview of triangulated data from secondary sources (reports) and responses obtained from qualitative data collected among different groups involved in the evaluation. Overall, 77% of respondents agreed with the fact that gender and equity had been considered at all operational levels for the RY-PBL (PBF) project implementation. Furthermore, results showed that 83% of respondents agreed with the duly integration of human rights, gender equity and response, which arose as a result of demands from girls / women to the RY-PBL (PBF) project *(Figure 12)*.

Figure 12:   Inclusion of Gender and Equity aspects into RY-PBL (PBF) activities
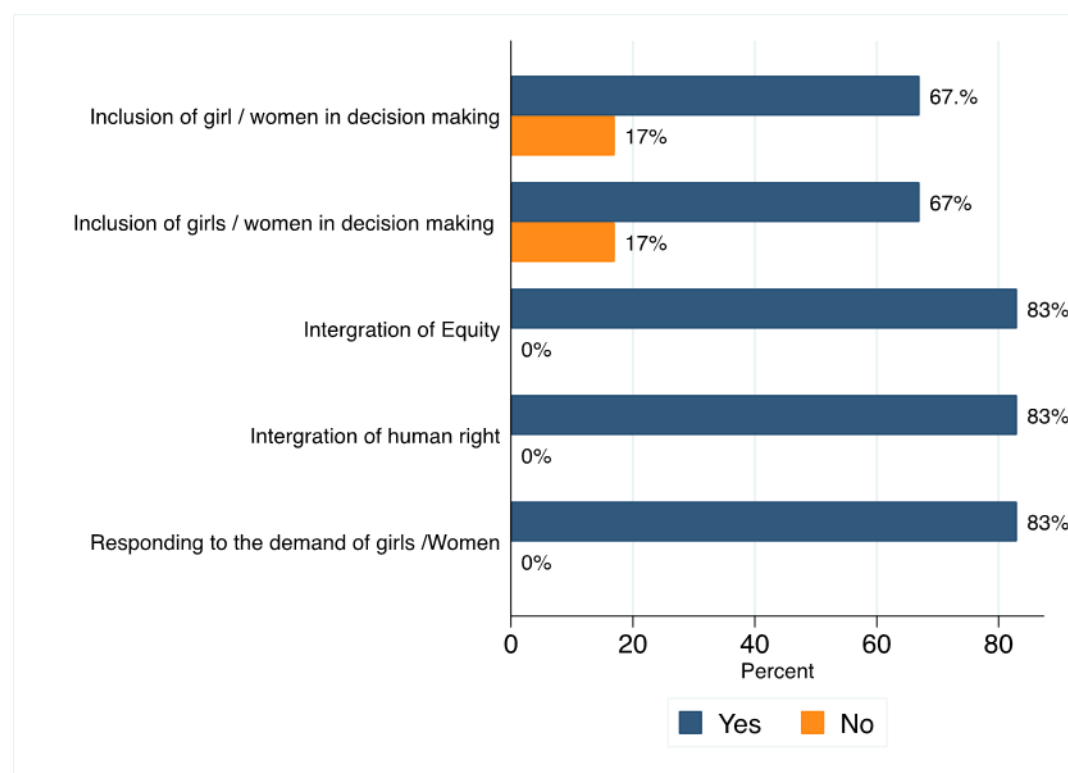
Source: Data from Field Evaluation, June 2020

97.   Gender and equity issues have featured a lot in the discussions of all the interviewees. Gender mainstreaming is an essential component of all UNICEF and UNDP projects. The present project design required and effectively demonstrated an active involvement and participation of rural girls and young women during the lifetime of the project. Specific activities were tailored for women as demonstrated in small grants that UNDP availed to CBOs. Same it applies for UNICEF that through ANADEC made sure that a proportion of girls would be involved in the project activities.

98.   Several actions were taken, particularly in relation to the selection of trainers and participants to trainings to identify and tackle the barriers that prevent girls' and women's

access to the services made available in targeted communities. Results from interviews, when asking about girls and women involvement, showed that 40% of the responses obtained were ranging from 9-10 in the Likert scale. This achievement contributes to one of the objectives of Guinea Bissau Government action plans and of UN Country strategy.

> **EQ 6.2 To what extent did the RY-PBL (PBF) project identify and tackle the barriers that prevent girls' and women's access to the services that it made available in the targeted communities?**

99.   According to the echoed voices by some women, there were not many meetings held to address in-depth issues, although this was in line with the project objectives. Although some gender communities' issues were addressed, there was not enough space allocated to address everyday challenging issues within the domestic settings, decision making within the family, land tenure, domestic violence, marriage premature, and social division of labour. Those were some of the experienced barriers that prevented girls and women to access services to some of the target communities.

101. Apart from domestic matters, the project contributed partially towards equal opportunities in the political participation and decision making through integration of women and girls in community activities, to empower them in decision making at local government level and throughout government priorities of the country. The empowerment was mainly targeted towards gender development in peacebuilding, considering women as agents of change and this was done, to some extent, by the provision of awareness and provision of education materials. The involvement of young people in leadership and capacity building skills to women and girls was as cited. It further noted that, women's' voices are always encouraged and to be represented in communities for fairness across sectors. An important cascading effect was the construction of synergies among and within project activities.

> **EQ 6.3 To what extent did the project contribute to equal opportunities in political participation and decision making?**

102.   According to feedback from field evaluators in Pitche area, many traditional chiefs were not included as elders during activity implementation. They were only informed about the project at the beginning and after activities were done. Involvement of elders was key for the intergenerational activities. Concerning girls and women at the contrary, overall, it was felt that there was equal opportunity in political participation and decision making with 50% of respondents sharing a score of 7 to 8 in the Likert scale. It is a government's priority of integrating women in community activities and empower them in decision making at local government level.

103.   For issue of equity and gender, girls being the ones who mostly drop out from school, the Evaluation Team focused on the Accelerated Learning Program. As indicated in the National Master Plan to Support Needy Populations / BOP and in particular in the Monitoring and Gender component, the implementation of the BoP's master plan for empowerment of women are to be associated with projects aiming to unlock the economic potential of vulnerable populations, especially women. The empowerment plan starts with the implementation of projects to strengthen the economic environment in which women work, especially in the rural

area. For this very reason UNICEF invested in Accelerated Learning is a catch-up learning program that was planned to be offered in Guinea Bissau, designed to meet the needs of girls aged 12 and above, who missed the chance to complete primary school.

PRELIMINARY CONCLUSIONS: GENDER & EQUITY

G & E 1. Gender, Human Rights and Equity principles were duly integrated in the design and delivery of the project. Overall, all stakeholders agreed that the RY-PBL (PBF) project had a good consideration of gender and equity at all operational levels and that the project sufficiently integrated human rights and gender equity issues in its implementation. It was noted as well that demands of girls and women were answered. However, needs of children with disabilities were not included in the design and implementation of the project (Par. 94,95,96)

G & E 2. The RY-PBL (PBF) project was successful in identifying and tackle the barriers that prevent girls' and women to access the services available in the targeted communities. However, gender in-depth issues were not addressed or were carried out in a rush, like everyday challenges in the communities, decision making within the family, land tenure, domestic violence, premature marriage and social division of labour. (Par. 97,98,99)

G & E 3. The RY-PBL (PBF) project contributed to equal opportunities in political participation and decision making limited to the communities served by the project. Trainings were efficient to that effect as well as community sensitization and radio talking. Realignment of the Accelerated Education Program was seen as an empowerment of women since girls are the most affected by school dropout. However, this activity was only piloted and could noy be scaled up before project closure. As a result, no girls were reached by this component of program since the program couldn't be scaled up. (Par.100,101,102,103)

Picture 11: Involving both girls and boys in skills building to conduct a radio program

Source: PALMERINHA RY-PBL (PBF) Report

9.   Final Conclusions (by crierion)

The final conclusions are primarily drawn from the evaluation findings. The chapter has been structured along the evaluation criteria, summarizing key findings and analysis for each of the criteria (relevance, impact, effectiveness, efficiency, sustainability, and gender and human rights).

EC	Key Conclusions
Relevance	♣ The Peace Building Project (RY-PBL) was aligned to national priorities, especially the National Strategic Plan 2015-25, Terra Ranka, considering youth involvement as crucial for peace building and for country's development and it was implemented just prior legislative elections. The project considered beneficiaries' needs (adolescents and youth both girls and boys) as well as the most disadvantaged groups of young people in remote areas of Gabú and Cacheu Regions. The project approach has been flexible considering beneficiaries' different agendas through pre-professional trainings, peer to peer activities (Djumbai) and radio programs, but adaptations were not reflected by changes in the log-frame indicators and furthermore Project Planning couldn't consider the Baseline Survey results as its report was released late. Accelerated Learned Curriculum was developed by UNICEF mainly based on bibliographic evidence and on past country experience. (Par. 6 to 16). ♣ The M&E system wasn't put in place as planned, especially when coming to regional activities, affecting performance and reaching outputs; Target groups were various (from adolescents to youth (girls and boys) and children-women out of school with a wide range of activities. A comprehensive integrated Monitoring Plan wasn't there, and reports were not always consistent with disaggregated data by age and sex. Further, adaptation of existing tools from other existing peacebuilding projects, wasn't enough to cater for Guinea Bissau peculiarity. External assistance from WCARO and a full M&E dedicated staff would have helped. (Par. 16)
Effectiveness	♣ RY-PBL (PBF) project served as basis to inform and sensitize young people through the engagement of the electoral process, to avoid exploitation by political parties. Key achievements showed significant contributions to support the peacebuilding process in Guinea Bissau at Communities level. The high illiteracy rate does not facilitate peacebuilding process and the Accelerated Literacy program tried to mitigate it. (Par.17 to 28) ♣ National, Regional and Sector authorities, Tabancas (neighborhood), youth organizations and NGOs/CBOs were key to the implementation of the project. Girls were given same opportunities to participate to the activities as boys, also if not consistently. Planned activities achieved partly the targeted results in terms of quantity and quality. The gaps not covered by other partners or the government concerned mostly the targeted age group, i.e. adolescents and youth. Youth are defined by UN as young people of 16-24 years. Some activities for selected age groups, were not effective, especially for youth 17-35 years because of mobility. Adolescents proved to be a more effective age group for peacebuilding activities. (Par. 31 to 36)

	♣ Project's implementation delays were registered from the beginning. These were related to planning and monitoring capacity. The project had medium- and longer-term targets. Longer terms targets couldn't be achieved in a project of 18 months. (Par. 37 to 39)
Efficiency	♣ Implementation was concentrated by the end of the project, thus reducing efficiency. The excessive number of activities hindered quality. Peacebuilding life skills training, pre-professional trainings and accelerated learning were too much to be achieved in a single project of 18 months. Furthermore, COVID-19 affected the realization of some activities like piloting Accelerated Learning Curriculum. Budget and financial analysis evidenciated more efficiency when activities were implemented by IPs already working with adolescents and youth. Some financial reports were immediately available some others were not available. (Par. 47 to 53) ♣ Management and M&E structure were not fully developed. Funds needed for coordination and M&E were underestimated. More focused activities and joint activities in selected Sectors of the 2 Regions would have increased efficiency. Moreover, youth offered an alternative to work directly with them, once facilitated and empowered. This wasn't much considered. Despite of different inefficiencies, success efficiency's factors were there, from selecting local leaders speaking local languages for training of trainers to adapting manuals to the context. (Par. 54 to 57)
Sustainability	♣ Sustainability is directly linked with Government involvement. The national ownership of the project was granted through the engagement of line ministries. However, at peripheral level, in the Regions of Gabú and Cacheu, the low participation of administrative and governmental authorities, due to high turnover, hindered sustainability. "Peacebuilding processes are not built overnight" and short timeframes like the one of PBF, can work for emergency or prior to elections, but not for long-lasting peace in countries coming from decades of fights. (Par. 65 to 76) ♣ Peacebuilding activities with adolescents were proved to be more sustainable because of engagement of adolescents and because they live where they are trained. At the contrary youth, especially those of the indicated age range 17-35 years are often moving to Bissau or out of the country. The project dimensions were incorporated into national peace building practices at local level, in the sense that youth are more respected and listened by elders and can be part of decision-making processes, thus the effect was higher in the traditional society. Some activities didn't have much possibility nor time to take roots into the community. Best practices from this project will have to be capitalised by PBF. (Par. 77 to 82)
Impact	♣ Through leadership and peace building training, youth were able to mitigate common fights within communities since the project made possible to break barriers ensuring that elders would agree to share the same space for negotiation with young people. The project approach helped influence the perception of families, beneficiaries and communities about their role in peace building and decision making. Where there has been a dispute, instead of fighting, dialogue became a method to reach an understanding. Before there were no initiatives by teenagers to carry out village cleaning campaigns, but nowadays there are monthly cleanings activities in order to keep the village clean, for example. Within project areas, adolescents were responsible for implementing information campaigns for residents on how to prevent the transmission of COVID-19. This impact was limited to the few communities were

	project was implemented. A bigger focus on key activities would have increased number of beneficiaries and therefore impact. (Par. 83 to 95); ✚ There is no doubt about importance of Accelerated Literacy Program for sustainability of a peace building program. Illiterate people cannot express themselves nor argument. However, Accelerated Literacy Program alone can constitute a full project of at least 3 years because of timeframe needed to become operational. (Par. 70)
Gender & Equity	✚ Gender, Human Rights and Equity principles were duly integrated in the design and delivery of the project identifying and tackling the barriers that prevent girls' and women to access the services available in the targeted communities. This contributed to equal opportunities in political participation and decision making. The gender aspects of intra-household dynamics were not specifically addressed by the project although those are part of the causes of conflict in communities. The project wasn't targeting children with special needs, like disabilities. (Par. 94 to 103)

10. Lesson Learned

Lessons learned are elements of knowledge that can be applied to one or more future actions, within similar contexts or addressing similar themes. For this purpose, a SWOT analysis was carried out with relevant IPs. An overall SWOT analysis has been considering results from the evaluation highlighting strengths and weaknesses in planning, design and implementation that have affected performance, results and impact.

Table 15: Strengths and weaknesses of the RY_PBL (PBF) Project

Strengths	Weaknesses
Targeting adolescents Targeting Young Leaders Working with Youth Networks Topic of Trainings Curricula Development Introduction of pre-professional trainings in peace building Working with local leaders	Weak Planning Overall Management Support Supervision M&E Coordination from National to Regional level Planning for Accelerated Literacy Program Timeframe Communication
Opportunities	**Treats**
PBF Funding Partnership with Government Partnerships with other UN Partnership with NGOs Presence of Traditional Leaders Presence of Churches Presence of adolescents and youth Enthusiasm of youth	Lack of overall PBF projects interlocking Socio-political instability causing changes fostering for no accountability Insecurity and Accessibility in some Sectors Lack of HRs at local level lowering ownership and sustainability

Source: Evaluation Team

Among the lessons learned from IPs implementation that were synthesized from project reports and evaluation interviews there were some common patterns. The following table profiles individual lessons learned compiled from IPs reports. There were several key themes that were obtained from this analysis (*Table 18*).

Table 16:   Lessons Learned from RY-PBL (PBF) project

PROGRAMMATIC LESSONS LEARNERD
M&E and Support Supervision
a) Selection of trainers for training Youth networks were not always rigorous in selecting young activist candidates for Training of Trainers. The criteria for candidates' selection were defined by consensus in IPs meetings (still those criteria were

not written nor reported anywhere) but during some training sessions in the Communities appeared young people who neither knew the name of their network nor were activists.

b) Selection of trainees in the Sectors

Youth networks were not consistently considered in the selection of sectoral candidates with respect to the selection criteria defined and approved during the project launch phase. In one of the meetings with the 4 networks (Renaj, Cnj, Fondinké et FNJP), in order to facilitate the selection / choice of 25 candidates in the Sectors, it was decided that each of them could nominate 5 young people, the remaining to be chosen from other associations active in the Sector, or indicated by the Youth Institute. As consequence some local youth were invited even though they were not active in any youth association.

Lesson 1. *Clearly ponderate selection criteria so that participants are eligible and fully empowered to assimilate the content of the training.*

Effective Age Groups

c) Preparation of trainings after TOT

It had been agreed, and it was in the contract of each senior and junior trainer, that they would contribute, after the training, in helping the trainees to prepare a lesson plan and the replication methodology. Few seniors' trainers were able to make this contribution (only 2 out of 7 senior trainers). The reasons were many but were mostly due to their absence from the locality of the country. Contracted Juniors trainers (6 out of 7), managed to contribute to the preparation of the replicas and provided an important support. Despite everything, most trainers were able to rigorously prepare the training methodology in the Sectors.

Lesson 2. *Youth groups are not homogeneous and there are different levels of needs to be addressed in sub-groups. One thing that was clear in the project was the fact that age definition is important in order to retain beneficiaries engaged throughout the project : a) because of mobility of youth above 19 years; b) because younger ones will be kept engaged with citizenship and education programs, whilst older ones would be more attracted to employability and skill-based program.*

Role of Community and Traditional Values

d) Peace Forum / Djumbai

The peace forum / djumbai are important indicators of the results that the project seeks to achieve. By the end of November 2018, 33 forums had been held in the 10 sectors of the 2 Regions (Gabú and Cachéu), 2 regional forums (in the cities of Gabú and Cachéu) and a national forum in Bissau was held the year after by SWISSAID. The regional fora were organised by RENAJ and CNJ with the Piloting Committee, while, the Bissau forum, by Youth Institute. There are important aspects to highlight from these forums that serve as a lesson for the next fora. The peace forum is an important moment for the practical expression of conflicts that arise in society, through drama showing how conflicts arise and are addressed or resolved by administrations (often arbitrarily). However, at the community level, there are traditional mechanisms of their own that play an important role in resolving conflicts and maintaining local social cohesion.

e) Collaboration with regional authorities

The inclusion of Government at multiple levels from the Regions, Sectors and communities through local authorities, in project design and as part of implementation, produced significant positive effects, also if this has not been consistent at different administrative and geographic level. The collaboration of some

local authorities, both at regional level and at community level, has to be highlighted. Also, the Catholic Church collaborated and contributed so that the Sector's replicas were successfull and without interference of any particular interest.

f) Youth Associations Networks Youth associations networks and Youth Institute played a commendable role during the project implementation: patience, internal discussions (often sour), availability (meetings held on weekends) and commitment (field visits and preparation of replicas), participation in the animation of the replicas had a huge impact on the good work development.

Lesson 3. It is important to identify and evaluate the positive and negative aspects of community approaches to improve or reinforce the capacity of local and traditional actors in negotiation, mediation or conciliation. After all, peacebuilding projects are more successful if they take a community approach that rely on positive norms inscribed in traditional values in line with negotiation, mediation and conciliation to promote social dialogue and cohesion in an inter-generational way. Furthermore, administrative and traditional powers, toghether with churches, are enabling actors of peace, especially if they collaborate together. Participation of youth associations is confirmed to be an enabling peace factor.

Communication

g) Communication and marketing
A lot of work has been done, but there was the impression that the two radios contracted could have done a lot more. Collaboration with other radios, TV, newspapers has been lacking. On the part of IPs, there was a lack of publications (brochures, leaflets, spots, and others) that could have given more visibility and enhance the scope of the project.

Lesson 4. Using means of communication, as information and engagement tools, is crucial to reinforce awareness raising about peacebuilding skills and create a culture of peace. Communication is part of activities to reach more beneficiaries and to give visibilities to peacebuilding activities. It is important that a communication budget line to be integrated in future peacebuilding projects

Gender & Equity

i) Gender Relationship
Equal opportunities between men and women were extremely important during project implementation and affected the choice of trainers and trainees, and the choice of trainees in the Sectors for the replicas. Girls represented more than 40% of the target group directly benefiting from the project. During replicas girl trainers played an important role in knowledge transmission and in peer -training in the communities. However, in addition to the statistical data of the girls' representativeness, 50% were girls, it is important to emphasize the quality of the training provided by girls as the best sessions were those given by women.

Lesson 5. Participation of girls and equal opportunities between girls and boys are key to succeed in peace building projects, enhancing quality and increasing participation. One of the ways that women, peacebuilders, play this crucial role is through the creation of a culture of peace; whether through women working together to ensure support to families; or focusing on practical solvable issues on the ground.

MANAGEMENT LESSONS LEARNED

Integration and Coordination. The key coordination and supervision activities of JCIT and JPSC didn't take place or were not effective. Effective management integrated and joint programming are substantial factors for success. *Lesson 6. Sufficient coordination and steering would be necessary in future projects, to ensure that integrated programming is carried out efficiently.*

Implementation Capacities. Almost every end of project report and key informant interviews cited the objectives of the project were overly ambitious for the context. Limited capacities of the coordination's mechanisms among UN and among Government administrative levels in a volatile context like the one of Guinea Bissau were significant challenges. This was even more evident for medium-long term targets. *Lesson 7. A different distribution of tasks among stakeholders would have to be envisaged in future projects, with more focus on life skills activities in targeted geographical areas.*

Timeliness. All the activities cited experienced implementation delays. The timeframe for implementation was short from one side since peacebuilding activities are meant to produce quick results to mitigate risks of riots or troubles in the country in view of elections. However, due to the context dynamics, security issues in different Regions and Villages, activities were not smoothly running. At the same time, management and coordination was challenging, probably due to internal mechanisms of implementers. *Lesson 8. Reduced number of activities would have been more conducive for a short timeframe like the one of PBF. To note that some activities like Accelerated Learning need a longer time frame.*

Delivery as One

Engagement of UN Agencies. It is important to highlight the fruitful and exemplary collaboration and cooperation of UNICEF, UNDP, UNWOMEN and PBF since the beginning of the project. The volume and frequency of institutional feedbacks in identifying gaps and areas of synergies, professionalism, and availability to participate in youth fora, meetings of the steering committee and other project events contributed to creating an environment of trust and confidence.

Lesson 9. This experience can be useful for other experiences as well. However, for UN Partnership to be fully exemplary in terms of collaboration, proper investment in cross-agency M&E and coordination for similar projects is key to ensuring institutional memory, knowledge transfer, traceability, and sustainability.

Lesson 10. Partnership among UNDP, UNICEF and UNWOMEN had an important relationship dynamic that would need to continue for peacebuilding project and not only. Although IOM wasn't directly involved it appears in project documents but the relationship with IOM would need to be further explored on how concretely to materialize. To build a coordination platform nationwide defining which interventions, in which Regions, implemented by whom, would be helpful for a long-term peace building vision.

11. Recommendations

Setting the scope of a project is crucial to successful implementation and effectiveness throughout – from inception to closure. Whilst acknowledging that it is easy to criticize the ambitious scope of the project at its outset, there are nonetheless lessons learned from the defined scope of the present project. The project was very ambitious in developing a six-month programme to increase knowledge, competencies and life skills to rural adolescents. Moreover, the project was overambitious in developing a compilation of 7 peacebuilding manuals at the same time, in a country, which is surrounded by politicians' conflicts and ran through the election period, whereby all government institutions services and deliveries were directly affected. In this context, it is recommended that a project of this scope and complexity would benefit from a longer implementation timeframe or better to delimit the range of activities to those that can have an impact in a short timeframe. Peacebuilding is a long process for a country having had decades of civil war.

The project design incorporated two significant models (if not even three) which required the partnership of national NGOs. It was unrealistic in its objectives, particularly in the selection of activities to be ran in 30 rural communities of Cacheu and Gabú, whereby the time taken on the project's activities was not utilized in the best timeframe. In this context, the NGOs invited/selected to implement the project may not have had adequate time to explore the deeper knowledge of each of the identified communities, facing geographic and language barriers. Through the development of the animators and LDAs, however, the project aimed to increased knowledge, competencies and life skills in adolescents based on the competency framework by following the principles of learning, applying and working. Moreover, the formulation of a compilation of 7 peacebuilding modules was designed to test its effectiveness, duration, methodology and training support materials in the selected communities through the testing of the training package. This was meant to facilitate the training materials for national level use.

The evaluation team would recommend another cycle of RY-PBL (PBF) support with a more accurate guidance from the funder to implementing partners about expectations. The suggestion would be to plan for identifying emergent issues through the gap-analysis approach. Piloting or experimenting with the adaptation of current PBSO tools (youth mobilization in leadership analysis, Project Results Framework (PRFs), log-frames) to better align with this type of approach with the RY-PBL (PBF) programme orientation that would add value globally. Additional adaptations of the RY-PBL (PBF) for political responsiveness would also be worthwhile to pilot. The following strategic and operational recommendations are presented with these over-arching principles in mind and have to be implement in case a new PBF project opportunity will arise.

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

Table 17:   Strategic Recommendations

Strategic Recommandations			
Conclusions	**Recommandation**	**Recipient/s**	**Priority**
PBF			
Relevance **Findings #** *REL 1 and 2* *(Par. 3-8)*	**SR 1) Build together with Government an overall country peacebuilding plan** *At national level a mapping on where and how to build peace is needed through a coordinated effort in selecting geographic areas and targets. Following efforts started in 2018 by PBF Secretariat, it is recommended to build a coordination platform nationwide defining Interventions, in which Regions, implemented by Whom.*	PBF Secretariat Government	**H**
Efficiency **Findings #** *EFFIC 2.* *(Par. 51-56)*	**SR 2) Fund more focused projects (activities and target groups)** *- Fund very focus projects due short timeframe of PBF (18 months)* *- Apart from small courses, pre-professional trainings deserve a standalone peace building project.*	PBF Secretariat UNICEF UNDP	**M**
Gender & Equity **Findings # G & E 2.** *(Par. 100-103)*	**SR 3) Women in politics and decision making** *Enhance activities for women's' representation in decision making bodies and governance. Address more gender in-depth issues like everyday challenges in the community, decision making within the family, land tenure, domestic violence, premature marriage and social division of labour.*	PBF Secretariat Government	**M**
UNICEF			
Effectiveness Sustainability Gender/Equity **Findings #** *EFFECT 5. (Par. 37-39) SUST 3. (Par. 69-71; G&E 1 (Par 94-96)*	**SR 4) Dedicate peacebuilding activities to adolescents** *- Identify the age groups as per UN definition and not as country definition ex 10-19 years and not 12-16 years, to avoid confusion* *- Address adolescent girls and boys* *- Address adolescents with disabilities*	Units of Education, Adolescents, Child Protection	**H**
Efficiency **Findings # EFFIC 1. (Par. 47-52) EFFIC 3. (Par. 54,59,60,61,62)**	**SR 5) Focus more on life skills than other activities for adolescents** • *Focus on life skills trainings for short term programs* • *Dedicate a full long-term project to Accelerate Learning Program fully budgeted for at least 3 years* • *Separate management from M&E and technical project roles*	Units of Education, Adolescents, Child Protection	**H**
UNDP			
Effectiveness Sustainability Gender/Equity **Findings #** *EFFECT 5. (Par. 37-39) SUST 3. (Par. 69 -71; G&E 1. (Par 94 to 96)*	**SR 7) Focus on youth, youth associations and women** • *Identify youth as per UN definition and choose the age group 19-24 years to avoid overlapping with Unicef)* • *Identify women for leadership program* • *Target common family fights*	Units of Democracy & Governance	**H**

Source: Evaluation Team

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

Table 18:   Operational Recommendations

Operational Recommendations			
Criteria	**Recommendations**	**Recipient/s**	**Priority**
PBF			
Efficiency **Findings #** *EFFIC 3.* *Par. 54-62)*	**OR 1) Improve monitoring capacity and provide technical assistance of funded projects as needed** • *To conduct early baseline surveys and gap analysis* • *To elaborate since inception a clear monitoring plan and put in place an accountability system for M&E* • *Ensure same standard of reporting for implementing partners* • *Ensure a proper budget for M&E in funded projects* • *Participate in field monitoring visits* **OR 2) Improve coordination mechanism** • *Ensure clear coordination mechanism is in place* • *Ensure efficient management structure is in place, especially with pluri stakeholders projects, with a clear organigram indicating roles and responsibilities within the project.*	PBF Secretariat	**H**
Effectiveness **Findings #** *EFFECT 6. Par. 33,40*	**OR 3) Communication** • *Ensure a proper budget for communication is available in each funded project*	PBF Secretariat	**H**
UNICEF and UNDP			
Effectiveness **Findings #** *EFFECT 5,6.* *(Par. 37-43)*	**OR 4) Timely implementation and focus** • *Plan according to real capacities* • *Define type and number of activities and be focused* • *Working in same geographic areas in a complementary manner*	UNICEF UNDP concerned units	**H**
Effectiveness **Findings #** *EFFECT 6. Par. 33,40*	**OR 5) Improve Communication and involve C4D Development Unit** - *Reinforce communication flow from central to regional level to improve the participation of local administrations* - *Plan for communication activities, already from budgeting (both external communication and communication for development)*	UNICEF UNDP concerned units	**H**
UNICEF			
Impact **Findings #** *IMP 2.* *(Par. 87,88)*	**OR 6) Focus more on life skills and skills building activities** • *This will increase job opportunities and peace* **OR 7) Scale up Accelerated Literacy and Education** • *Accelerated Literacy program must continue*	Units of Education & Adolescents	**M**
UNDP			
Efficiency **Findings #** *EFFIC 5. (Par. 57)*	**OR 8) Invest more on youth and women locally** • *Empower more youth as direct implementers* • *Involve more youth associations and more women groups*	Unit of Democracy Governance	**H**

Source: Evaluation Team

12. ANNEXES

Annex 1. Evaluation terms of reference
Annex 2. Short biography of the evaluation team
Annex 3. RY-PBL (PBF) Results' Structure
Annex 4. Theory of Change
Annex 5. Evaluation Matrix
Annex 6. Informed consent form under 17 years
Annex 7. Informed consent form above 18 years
Annex 8. Interview guide: RY-PBL (PBF) Secretariat
Annex 9. Interview guide: National stakeholders
Annex 10. Interview guide: Regional and Local Leaders
Annex 11. Interview guide: Teachers
Annex 12. Interview guide: Animators
Annex 13. FGD guide: Adolescents and Youth
Annex 14. Written Test: Young Leaders
Annex 15. Sampling of Communities
Annex 16. Details of FGDs and interviews
Annex 17: Summary of Baseline Survey
Annex 18: Job Description of Project Coordinator
Annex 19: UNDP small grants to CBOs in Gabú and Cacheu Regions

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

1. Background

Faced with a tumultuous political past, Guinea-Bissau is one of the poorest countries in the world, ranking 177th according to the United Nations Human Development Index (UNDP, 2018), with an overall score (0.455) well below the average of the countries located in Sub-Saharan Africa (0.537). Women and children are a particularly vulnerable group. A joint analysis carried out by UNICEF and UNDP in 2017 found that 58% of households are multidimensionally poor, while 97% of children are deprived of at least one basic right.

In the political environment that started in August 2015 and lasts until now, youth and adolescents have become increasingly exposed to political instrumentalization by various sides as the negative rhetoric increased. Civic and political marches for and against the status quo are suspected of including paid marchers and troublemakers, most of them youth. These marches are adding to the climate of instability. During election time in Guinea-Bissau, young adults are one of the most targeted social group in electoral processes and political power disputes. Even adolescents, while not in the voting age-group, have been observed to participate in demonstrations and are at potential of becoming unwilling part of disruptive activities. With the national elections on the horizon (2018 and 2019), the PBF project was intended to mitigate the effects of this kind of instrumentalization of youth and adolescents.

Adding to this situation there is a perceived deprivation that both young adults and adolescents feel about their right to participate in decision-making at any level. This type of exclusion leads youth to turn its back to positive social norms and adopt unhealthy coping mechanism. One of the failings of the current system is that it does not meaningfully involve all stakeholders, especially the marginalized groups, such as the youth and adolescents.

2. Object of the evaluation

The present evaluation will focus in the project "Mobilizing rural youth to serve as peacebuilding leaders" financed by the Peacebuilding Fund (PBF) and implemented by the United Nations Development Program (UNDP) and the United Nations Children's Fund in Guinea Bissau (UNICEF) from January 2018 to December 2019. The UNICEF Guinea Bissau office received US $ $770,731 for activities targeting adolescents and UNDP US $ 794,090 for activities targeting youth. In total the project benefitted directly 1184 and 1575 youth. But it reached indirectly most adolescents and youth in the regions of Cacheu and Gabú.

The project aimed to develop leadership skills among rural adolescents and youth on peacebuilding and build their resilience to instrumentalization and manipulation. Further the project aimed to strengthen capacities of adolescents and youth to be able to influence the decision-making process at local and national level. More specifically, the project provided youth and adolescents in rural areas with access to a package of training and supported them in finding ways to exercise their

newly acquired capacities to act as key peace builders and social innovators within their communities. This helped them to open the doors to decision-making spaces that enabled their voices to be heard on a variety of key issues that affect their lives. These can include: environmental safety and security, local development planning, or basic service delivery. In this way, the project empowered youth and adolescent leaders and youth organizations to act as promoters of social innovative solutions for peace and inclusive development.

More details about the project including the project proposal and reports implementation can be accessed through the following link: http://mptf.undp.org/factsheet/project/00108256.

This evaluation will be conducted at the request of the donor and has the following goals.

3. Evaluation Purpose

This evaluation has two goals: accountability and organizational learning.

As for **accountability**, this evaluation meets the requirement to account for the use of resources allocated to UNDP and UNICEF for the implementation of the PBF project to donors (vertical accountability) and beneficiaries (horizontal accountability).

As for **learning**, the evaluation is expected to generate evidence on the performance of the implementation of the PBF project, which will serve as the basis for strategic directions on the implementation of other peace building initiatives.

Specifically, in Guinea-Bissau, the evaluation will provide the government and its partners with recommendations for future initiative in the field of peace building and governance.

The results of the evaluation will be used by a wide range of stakeholders including the Donor, UNICEF and UNDP, partner organizations and beneficiary communities. The expected Uses are outlined in Table 1 below.

Table 1: Expected evaluation Users and Uses

Users	Possible use
Donor: PBF funds	Ensure that funds have been used in an effective way and project objectives have been met.
UNICEF and UNDP	Improve newly planned peace building initiatives based on lessons learnt from this evaluation.
Other Partners: ANADEC, Palmeirinha, INDE, SWISSAID, Radio Jovem	Improve their operational practice and future peace building programming.
Communities/beneficiaries	The results of this evaluation will stimulate them to be more involved in peace building and decision making on issues affecting them

4. Evaluation objectives

The objectives of the evaluation are:

(1) Determine the relevance, effectiveness, efficiency, sustainability, and where possible, the impact of the Peace Building Project;

(2) Analyse the challenges in implementing the peacebuilding initiative (including the risk of political recuperation during times of political instability);

(3) Identify lessons learned about what worked and did not work about the PBF project, including unexpected outcomes (positive and negative);

(4) Make operational recommendations for strategic directions for other peace building initiatives.

(5) Assess the extent to which the PBF project has integrated equity and gender in its design, implementation and monitoring.

5. Scope of the evaluation

Thematic scope: The evaluation should cover (i) the chain of specific expected outcomes (expected inputs, products and impacts); (ii) adapting and implementing global guides; (iii) execution strategies;
(iv) good practice in the context of implementation; (v) coverage of interventions; and (vi) national ownership and sustainability. Evaluators are expected to reconstruct the theory of change that was not clearly stated at the start of the project.

Geographic scope: The literature review should cover all activities carried out as part of the implementation of PBF project in all areas covered at the country level. However, data collection will cover the regions of Cacheu and Gabú where the project has been implemented.

Figure 1: Map of Guinea Bissau
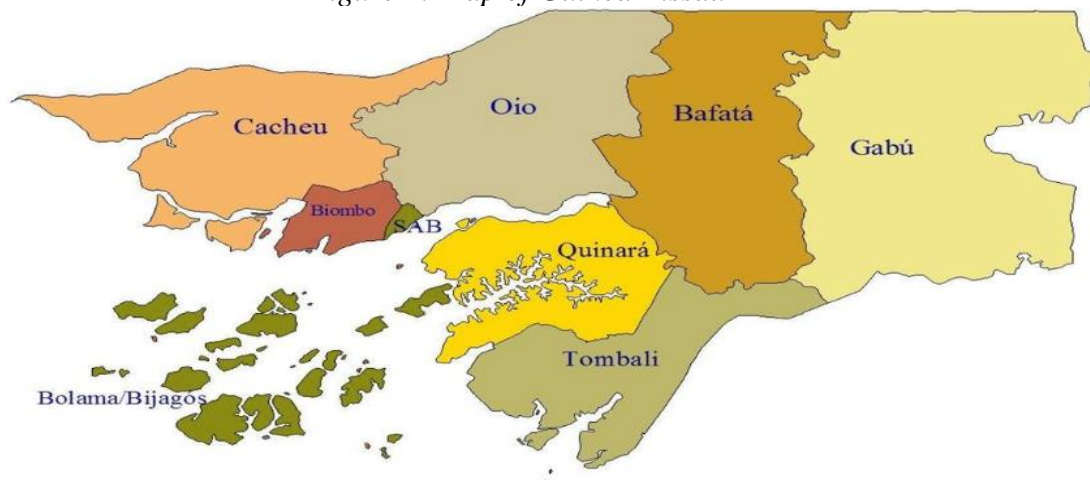
Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

Chronological Scope: This evaluation will cover all interventions implemented between October 2018 and January 2020

6. Context of the evaluation

In the current political environment that started in August 2015 and lasts till now, youth and adolescents have become increasingly exposed to political instrumentalization by various sides as the negative rhetoric increased. Civic and political marches for and against the status quo are suspected of including paid marchers and troublemakers, most of them youth. These marches are adding to the climate of instability.

The evaluation will be carried out in the aftermath elections in a time of political instability where the type of skills developed by the project might be very useful for adolescents and youth to fully play their role of citizens without being unduly influenced and manipulated by political actors. Indeed, with the presidential elections planned for 2019, young adults are one of the most targeted social group in electoral processes and political power disputes. Even adolescents, while not in the voting age-group, have been observed to participate in demonstrations and are at potential risk of becoming unwilling part of disruptive activities. With the past legislative elections and the upcoming presidential elections, the PBF project interventions were expected, among other things, to mitigate the effects of this kind of instrumentalization of youth and adolescents. The evaluation aims to demonstrate to what extent this has been achieved and provide lessons learned for future peace building initiatives.

7. Evaluation criteria

This evaluation will be guided by 6 criteria: 5 OECD criteria (Relevance, Effectiveness, Efficiency, Impact and Sustainability)[1], and an additional Gender, Equity and Human Rights criterion.
Beyond these usual OECD-DAC criteria, the evaluation will also be based on cross-cutting criteria of equity, gender and human rights, including children's rights. There are also specific PBF success criteria that should be considered:

Empowerment - Extent to which CSO and their beneficiaries feel empowered to protagonize change. Extent to which groups can realize political or economic rights though greater concretization.

Networking and coalition building – Level and quality of associativity among organizations and sectors. This includes whether new connections, alliances and/or partnerships are being made and whether alliances are useful relationships. Trust levels.

Participation and Engagement - Extent to which there is an increase of new actors in the public space. Extent to which there are opportunities to engage with high level actors.

Inclusiveness - Changes in the composition of decision-making structures

Social Problem Solving - Extent to which there is more willingness and capacity to collectively

identify and address social issues. Taboo issues become less Taboo. Perception on quality of the problem-solving experience.

Responsiveness - Extent to which groups gain access to state or other services and resources

Social Cohesion – What does it look like in Guinea-Bissau?

The consultants will design research questions to meet those criteria

8. Evaluation questions

The evaluation will address the following questions. The questions (grouped by criteria) are questions suggested by the UNICEF Country Office. However, the evaluation team may adjust the questions in the technical proposal and, if hired for the mandate, finalize them in collaboration with UNICEF and UNDP staff and possibly other evaluation stakeholders.

8.1 Relevance

a) To what extent was the Peace Building Project aligned with national priorities?

b) If there was an assessment of the needs of the most disadvantaged at the start of the initiative, to what extent did the planning of the PBF project interventions considered its results?

c) To what extent has the implementation of the PBF project taken into account the needs of beneficiaries (adolescents and youth, girls and boys, women and men) as well as the most disadvantaged groups (and especially disadvantaged young adolescents)?

(d) To what extent is the approach flexible and takes into account the different agendas of beneficiaries?

(e) To what extent have been the different monitoring and evaluation strategies adapted to measure the results of the programme? And how could they be improved?

8.2 Effectiveness
Results

(a) To what extent did the PBF project achieve its intended objectives?

(b) To what extent has the project provided youth involved with a useful skill (literacy, life skills, entrepreneurial and leadership skills)?

(c) To what extent have the results achieved contributed to the country national objectives?

Process

(a) To what extent has the understanding of the project by actors (NGOs, regional and sector authorities, Tabancas, youth organizations) influenced its progress?

(b) To what extent have planned activities over the implementation period achieved the results (quantity and quality) where gaps are not covered by other partners or the government?

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(c) To what extent have established partnerships promoted or hindered the achievement of the desired outcomes.

8.3.   Efficiency

(a) 3.2. To what extent were financial resources, human resources and supplies:
  - Sufficient (quantity)?
  - Adequate (quality)?
  - Distributed/deployed in a timely manner?

(b) To what extent could the same results have been achieved by other less expensive alternatives?

(c) What management factors have improved or reduced the efficiency of the experience?

8.4.   Sustainability

(a) To what extent have the Government and central and deconcentrated levels, NGOs and communities taken ownership of the PBF initiative?

b) To what extent have the necessary conditions for the ownership of interventions by the government and communities been put in place by UNICEF?

c) To what extent have dimensions of the PBF project been incorporated into national peacebuilding practices?

d) What are the factors that influence the sustainability of the Peace Building Project outcomes?

8.5.   Impact

(a) To what extent did the PBF project contribute to increased participation of adolescents and youth (girls and boys, women and men) in peace building efforts and decision making?

(b) To what extent the PBF project has contributed to positive and/or negative changes observed among beneficiaries (adolescents, young people, parents, communities, etc.)?

(c) To what extent has the PBF approach helped influence the perception of families, beneficiaries and communities about their role in peacebuilding and decision making?

8.6   Gender and equity

(a) To what extent were Gender, Human rights and Equity principles duly integrated in the design and delivery of the project?
(b) To what extent did the PBF project identify and tackle the barriers that prevent girls' and women's access to the services that it made available in the targeted communities?
(c) To what extent did the project contribute to equal opportunities in political participation and decision making?

9. Methodology

The evaluation will be conducted using a participatory and inclusive approach. It will be based on mixed methods of collecting and analysing data obtained from programme beneficiaries and key

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stakeholders. The purpose of using multiple methods is to triangulate data from different sources to formulate the findings and to provide the most relevant and credible answers to the evaluation questions. The methodology could include (i) an analysis of existing data such as the PBF proposal, the baseline study reports, small grants subventions requests, and any other relevant documents; and (ii) an analysis of the information collected through semi-structured or structured interviews, focus groups, observation and inspection in communities, etc.

In addition, the evaluation needs to take into account issues that are tracked in the semi-annual and annual evaluations:

1. Unique, innovative or interesting approach
2. Major Peacebuilding results as per the proposal
3. Human impact
4. National Ownership
5. Catalytic effects (financial and non-financial)

Finally, there is a need to have a data collection mechanism for the **Outcome indicators of the Project**, namely:

1. # of Community level committees including participation of youth (disaggregated by region, sex)
2. # of Communities engaged in environmental peacebuilding activities
3. Extent to which communities are satisfied with youth leaders' civic engagement, including peacebuilding, conflict resolution and development initiatives

A detailed design of the evaluation including the proposed methodology for each evaluation question and/or objectives, sample size, sampling methodology and the tools to be used will be proposed by the consultant in his/her bid. The final methodology will be agreed to during the inception phase and approved by the evaluation reference group. **The consultants are strongly encouraged to propose the use of innovative methodologies in their technical proposal.**

Existing data and documents will be made available to the evaluation team by UNICEF and UNDP staff at least one week before the start of the consultation. The consultant/s will submit an inception report with a detailed methodology, which will include both, quantitative and qualitative elements, designed to accurately answer the evaluation questions. To demonstrate that the consultant has clearly understood the content of the project as well as the fundamental questions to be addressed by this evaluation, the inception report will provide a critical summary of the information contained in the programmatic documents made available to the evaluation team by UNICEF and UNDP after signing the contract. The inception report will also indicate for each of the evaluation questions the following information: what methods and data collection tools will be used to

respond to it, from whom the data in question will be collected (including the respondent sampling strategy), which analytical methods will be used to interpret the data, what measures will be adopted to ensure the quality of the evaluation, and how the data will be disseminated. This report should also propose specific measures that will ensure that the evaluation complies with ethical standards including the confidentiality and respect for dignity of those involved. The evaluation will be conducted according to the evaluation norms and standards of the United Nations Evaluation Group (UNEG)[79] and the UNEG Code of Conduct[80]. Transversal analysis of human rights, gender and equity aspects shall be conducted in line with the Guidelines on the Integration of Human Rights and Gender Equality in Evaluations[81]. Close attention Shall be paid to the conformity of different deliverables of this mandate with the GEROS standards[82], as UNICEF will not accept deliverables that do not comply with these standards or UNEG guidelines. The GEROS standards, that will be also used to determine the rating of the final report by a UNICEF- independent entity, will be shared by UNICEF with the evaluation team immediately after the signature of the contract. To increase its use, the main conclusions and recommendations of the evaluation will be disseminated in the form of briefing notes or policy briefs. The evaluation validation workshop will serve as an opportunity to develop, in a participatory manner, the action plan for the implementation of the main recommendations of the evaluation or "management response".

10. Governance of the evaluation

Evaluation Manager: The UNICEF and UNDP Country Office Monitoring and Evaluation Specialist will be the overall managers of the evaluation. This will contribute to preserving the independence of the evaluation. The managers must ensure compliance with UNICEF and UNDP standards and norms as well as compliance with quality standards[83] respectively. They will be the focal point of the consultant/s
/ evaluation team and will be responsible for validation of evaluation products. They will also ensure that the evaluation reference group is informed of the progress of the evaluation.

An **Evaluation Reference Group** comprising of Government and personnel from UNICEF, UNDP, and the PBF Secretariat will be set up to provide quality oversight to the Evaluation and provide comments to the different deliverables (inception, draft and final report). The ERG will be presided by the Director for Statistics at the Ministry of Education and Evaluation Manager

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[79] http://www.unevaluation.org/document/detail/1914
[80] http://www.unevaluation.org/document/detail/100
[81] http://www.uneval.org/document/detail/980
[82] http://www.uneval.org/document/detail/607
[83] http://www.unevaluation.org/document/detail/1914; http://www.unevaluation.org/document/detail/607

will be its reporter.

The Regional Evaluation Adviser based at the UNICEF Regional Office for West and Central Africa (WCARO) will also provide technical oversight over the entire evaluation process, including all evaluation products.

11. Duration of contract; Compensation; Other Terms and Conditions

The consultant will be contracted under a short-term and full-time individual contract immediately after the completion of the contracting procedure, for an estimated 3-month period. The exact number of days proposed by the contractor and confirmed by UNICEF and UNDP, including specific deadlines, will be determined when the contract is signed. The terms of reference are an integral part of the individual contract signed with the contractor.

The amounts and terms of payment are subject to negotiations but must comply with United Nations standards. A detailed breakdown of the budget (financial offer) must be submitted with the technical proposal. The payment schedule will be agreed and linked to deliverables.

UNICEF reserves the right to withhold all or part of the payment if the results are not satisfactory, if the work/results:

i.   Is incomplete,

ii.   Does not meet the quality standards demanded by UNICEF, UNDP and the government;

iii. Has not been done or has not met the deadlines;

(Penalties for delays in deliverables: 5 days - 10%, 15 days - 20%; 1 month - 50%; more than 1-month payment withdrawn).

The contract is expected to last 3 months and be paid at the P5 level.

Country: (Bissau, Guinea Bissau), with trips to the sites in the covered
areas.

Return airfare in economy class following the most direct and economical
route UNICEF does not provide health insurance for the consultant.

The per diem will be paid in accordance with the International Public Service Commission.

12. Deliverables

The following deliverables are expected:

i.   An inception report to be provided after 2 weeks of work and prior to the field-based work;

ii.   **Power Point presentation** summarizing key preliminary findings and conclusions (to be held before the international consultant leaves the country)

iii. A 1st **draft evaluation report** by the end of the 9th week;

iv.   A **final evaluation report delivered by the** 12th week of the assignment. The final report should address any comments from UNICEF and UNDP coordination team, the Government, the PBF Secretariat and PBSO where relevant.

v.   **Raw data** in electronic medium, data collection instruments in electronic medium, transcripts in electronic medium, completed data sets, etc.

vi.   **Policy brief** summarizing the key findings and conclusions

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Suggested agenda (subject to possible evolutions):

	2019 2020											
	January		February				March				April	
Activities	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Consultant to read documents prior to the evaluation starting and to prepare detailed methodology and inception report, *Home based (2 week)*	■	■										
Consultant organizing data collection on the project on the ground, Guinea-Bissau			■	■	■							
Consultant presents the preliminary findings					■	■	■	■				
Consultant preparing the final draft report					■	■	■					
Feedback from UNICEF, UNDP and PBF								■	■	■		
Consultant to incorporate feedback and submit a final report										■	■	
Validation of report											■	■

Figure 2: Desired structure of the evaluation report

The full final report shall be structured as follows:

o Table of Contents including List of Tables and List of Figures
o Executive Summary (covering all main sections of the report: background, methodology and process, main findings and recommendations, lessons learnt)
o Acknowledgements (all who supported the evaluation and provided strong cooperation and collaboration during the process)
o List of abbreviations and acronyms
o Introduction (object of the evaluation, evaluation purpose, objective, scope, indented uses and users)
o Evaluation context
o Methodology, including sampling strategy and data analysis methods
o Key findings (by criterion – each individual question will need to be answered) + Preliminary Conclusions (given that all findings will be numbered, each conclusion will need to clearly indicate this specific findings and corresponding paragraph numbers which it is based on)
o Final conclusions
o Lessons Learnt
o Recommendations (strategic and operational, maximum 5 priority recommendations)
o Annexes (ToRs; List of persons interviewed, and sites visited; List of documents consulted; More details on methodology, such as data collection instruments, including details of their reliability and validity; Evaluators biodata and/or justification of team composition; Evaluation matrix; Results framework)

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Duration of the assignment

The assignment will be conducted within 12 weeks including at least 6 weeks in Guinea Bissau (capital and project sites). It is strongly suggested that the work be done by a team of two consultants one international, head of the team, and a national consultant recruited by the international consultant, working under his supervision, and whose fees should be planned in his technical proposal.

International Consultant Profile
- Proven evaluation experience
- Strong analytical, and communication skills, including ability to produce high quality practical advisory reports and knowledge products;
- Professional and/or academic experience in at least two areas of expertise amongst: communications, public information peacebuilding, gender, and West-African context
- Ability to produce high quality outputs in a timely manner while understanding and anticipating the evolving client needs;
- Experience working in fragile or conflict-affected countries and with conflict-sensitive approaches;
- Ability to focus on impact and results for the client, promoting and demonstrating an ethic of client service;
- Ability to work independently, produce high quality outputs;
- Strong ability to write clearly and convincingly;
- Excellent writing, research, analysis and presentation skills.
- Demonstrated Gender sensitivity

Education: Master's degree in education, psychology, sociology, economy, environmental or natural science and/or other social science field is required.
Experience:
- Proven at least 10 years of experience in managing or/and evaluating development, peacebuilding or emergency programmes/projects and at least 3 years of experience in leading evaluations is desirable;
- Knowledge and demonstrable experience of PBF funded projects is an asset;
- Knowledge of Guinea-Bissau general country context is strongly desirable;

Languages:
- Proficiency in Portuguese and either French or English is mandatory;
- Proficiency in Bissau-Guinean Creole constitutes an advantage.

Suggested national consultant profile
The national consultant will be under the direct technical supervision of the international consultant team leader; he must have the following qualifications:
- A university degree (Master's or DEA) in education, sociology, law, statistics, economy, environmental or natural science or related fields;
- A good knowledge of the problem of children outside of school and related programmes, particularly in Guinee Bissau;
- Have conducted program studies or research activities in the field of education in Guinee Bissau;
- Excellent oral and written communication skills in Portuguese;

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- Knowledge of local languages is desirable.

Payments

The payment of the international consultant will be made in three tranches:

- A first tranche of 30% of the fees upon delivery of the inception report accepted by UNICEF and UNDP;
- A second tranches of 40% of the fees for the delivery of the preliminary report;
- A third tranche of 30% upon delivery of the final report is accepted by UNICEF and UNDP.

The international consultant's travel costs (tickets and per diem), the national consultant's fees and the costs of collecting the data will be added to the first payment. The International consultant is expected to submit proofs of expenditures for those costs.

GUIDELINES FOR APPLICATION:

Required documents:

i. A cover letter explaining interest and motivation for this assignment.
ii. A brief methodological note on how you will approach and conduct the evaluation, describing the tools, sampling and work plan proposed for this assignment (max 7 pages);
iii. A financial proposal showing only the following value in dollars: daily fees.
iv. A personal CV including past experiences in similar projects and/or evaluation and at least 3 professional references (max 4 pages).
v. At least one example of evaluation report where the consultant is the principal author

Lump sum contracts: The financial proposal shall specify a total lump sum amount, and payment terms around specific and measurable (qualitative and quantitative) deliverables (i.e. whether payments fall in instalments or upon completion of the entire contract). Payments are based upon output, i.e. upon delivery of the services specified in the ToR. To assist the requesting unit in the comparison of financial proposals, the financial proposal will include a breakdown of this lump sum amount (including fees, for him and the national consultants, travel, per diems, costs of data collection, and number of anticipated working days).

Travel: All envisaged travel costs must be included in the financial proposal, this includes all travel to join duty station/repatriation travel.

Evaluation: Individual consultants will be evaluated based on the following methodologies: Cumulative analysis

When using this weighted scoring method, the award of the contract should be made to the individual consultant whose offer has been evaluated and determined as:

i. Responsive/compliant/acceptable; and
ii. Having received the highest score out of a pre-determined set of weighted technical and financial criteria specific to the solicitation;

Technical passing score – 70 points out of 100;

Financial Criteria – the highest score for maximum of 30 points.

Only candidates obtaining a minimum of 70 points at technical evaluation would be considered for the financial evaluation.

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Evaluation criteria:

    i.   Education background - 10 points;
    ii.   Experience as defined in the ToR - 20 points;
    iii.   Competences as defined in the ToR - 10 points;
    iv.   Understating of the ToR - 15 points;
    v.   Methodology and overall approach - 25 points;

Overall quality of the proposal (comprehensiveness, structure, language and clarity) - 20 points

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ANNEX 2. SHORT BIOGRAPHY OF THE EVALUATION TEAM

Team Leader

Natalia Conestà is an International Expert with MBA-Executive Master in Management of International Organization., Prof. Natalia Conestà brings more than 25 years' experience working in the field – she indeed served as a coordinator in International Projects at country and multi-country levels for the United Nations Development Programme (Uganda, Angola), but also for Italian Cooperation (Burkina Faso, Uganda, Rwanda and Burundi), Catholic Relief Services (Zambia and Uganda), World Health Organization (Tanzania, Burkina Faso, Cuba), UNICEF (South Sudan, Zimbabwe, Ivory Coast, Central African Republic, Chad, Namibia), the Italian NGOs CESVI (RDC), AVSI (Uganda, Kenya), Doctors with Africa CUAMM (Angola), Save The Children (Mali, Ivory Coast, Burkina Faso), MSF (Niger). Her expertise ranges from Management to Health Policy analysis and decision making (costs and access to care, quality of and satisfaction with care, accountability for value in health care, and public health), Policy for Decentralization, Health Systems (Primary and Secondary Health Care, Health Systems Strengthening, including Supply Chain Management, Malaria-HIV-TB, Hospital's Management, Performance Based Financing, HMIS, Human Resources for Health, and Laboratory). Prof. Natalia Conestà is also acquainted with Monitoring & Evaluation, Accountability and Learning Community work, Nutrition, Family Planning, WASH, MHM, VMMC, Education, Child Protection, Orphans and Vulnerable Children (OVC), Gender including Gender Based Violence, Human Rights, Interreligious Dialogue, Peace Building and Social Inclusion. Prof. Conestà has been conducting operational researches, population-based surveys, and program impact evaluations as well as has worked with People with Disabilities, Migrant Populations, Women's Groups and Civil Society Organizations. Italian native, with Ugandan dual citizenship, she is fluent in English, French, Portuguese and proficient in Spanish.

Statistician

Deogratious Sebuwufu is a statistician and systems engineering specialist with an M. Statistics, MBA, Diploma LLB , Certificate in Cisco Networking, Diploma in system engineering, Certificate in Microsoft package applications and a BSc. Statistics / Mathematics / Psychology. Deogratious brings more than 15years of hands of experience with data analysis skills using SPSS, STATA, E-views, Epiinfo6/2000, CSpro, Altlas ti 6 and spatial analysis for Arcinfo GIS software. Since 2003 to today he has been and independent consultant on several fields, from analysis of Conflict Early Warning and Response Mechanism data within the IGAD member states (Ethiopia, Djibouti, Kenya, Uganda, Sudan, Southern Sudan, Eritrea & Somalia). He has handled evaluations from different countries like; Projet Régional d'Appui aux Enfants et Jeunes Travailleurs Migrants-PRAEJEM in Mali, Burkina Faso and Côte D'Ivoire, funded by European Commission. In Uganda he has been working for USAID Supporting Access to Justice, Fostering Equity & Peace (SAFE) Program to strengthen the Government of Uganda's capacity with respect to peace building and

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conflict mitigation and on USAID/Uganda Private Health Support Program. He conducted the Uganda National Immunization coverage survey 2017 to inform the implementation of EPI activities and the introduction of new vaccines in collaboration with the Ministry of Health with the support of several stakeholders including the Makerere University School of Public Health, World Health Organization, United Nations Children's Fund, Clinton Health Services Initiative (CHAI), and Uganda Bureau of Statistics. With PATH International he was involved was on "Temperature Monitoring ODK tool kit. Deogratious has been collaborating with several other USAID projects like USAID/SDS Program: The USAID/Uganda Strengthening Decentralization for Sustainability Program, AFFORD where UHMG has emerged as a leading organisation committed to creating high quality strategic health communication and accelerating health market growth in Uganda. IntraHealth International program to build the capacity of Ugandan institutions to plan for, develop, and strengthen the management of their health care workforce. Last but not least Makerere University School of Public Health (MakSPH) boasts of a vibrant, dynamic and knowledgeable team of bio-medical experts, social scientists, nutritionists, health systems specialists, social workers and experts from many other fields. He has then collaborated with privates on the Geological Survey of Sweden, SGU, on issues relating to bedrock, soil and groundwater and the project (Dei in Airborne) with support from Ministry of Energy to demarcate minerals in the Karamoja region.

Field Research Coordinator
Hamadou Boiro is a seasoned socio anthropologist specialized on the sociology of Organizations, Culture and Communication, and on Gender. Since 2009 in partnership with the anthropology department of the University of Iceland, he has been carrying out research on talibé children from Guinea-Bissau who live in Senegal and the underlying identity conflicts between Fula subgroups. With regard to talibé children, there is above all a problem of integration of children repatriated from Senegal into their villages of origin. When they return to their villages of origin, they do not learn the Quran, much less Portuguese. They return, very often, to Senegal and become the breeding ground for street children, fuelling all kinds of traffic, thus demanding an adequate policy for the return of children to Guinea-Bissau to limit the damage. Hamadou has been consulting among others with (NoNACYR) Nordic (Iceland, Norway, Denmark, Sweden and Finland) Network of African Childhood and Youth Research, with Educational Research Network for West and Central Africa (ERNWACA) and with ISSOP: International Society for Social Pediatrics and Child Health. with WHO on Ebola, in Congo DRC and in Guinea Bissau focused on community resistance against Ebola prevention efforts and contributed to improving tracking of Ebola cases and contacts, to improving the relationship between communities and healthcare workers, to increasing compliance with safe burial practices, and to designing and implementing action plans for improved community involvement. He has been UNICEF consultant for WASH program in Guinea Bissau. Mr Boiro has been Director of the History and Anthropology Department, INEP, Bissau. Since 2018, working on issues related to violent extremism and radicalization in Guinea-Bissau as part of the PPREV-EU and Programme de Prévention de extremism violent- Union Européenne/ CIVIPOL. Since March 2020 supporting WHO Guinea-Bissau in Risk

communication and community engagement in the fight against COVID 19. He is speaking Portuguese, French and English.

Research Assistants

Amadú Sadjo Djaló is a jurist with mention on Public Administration. Executive Secretary of the NGO Acção Educativa Guinean he has been responsible for Monitoring and Evaluation of the Education for All Campaign Network projects in Guinea-Bissau (RECEPT-GB) and coordinator of the Advocacy Working Group created by VNU / UNDP to promote the implementation of the Guinean CSO law. He has been previously consultant for Plan International Guinea-Bissau to carry out the Study on Obstacles to Schooling for Girls, Children with Disabilities and Marginalized Children, consultant for the Integration of Women's Rights in the School Curriculum for SOS Guinea-Bissau Village and of the Project for the Review of the Strategic Document for the Reform in the Defense, Security and Justice Sectors. In 2015 he has been participating in the Mini-Course on Ethnography in times of Globalization organized by INEP and UFBA (Federal University of Baia) with themes related to ethnic identity, perception of inequalities, the process of heritage of material and immaterial cultures and traditions. Amadú participated to *PDDC* (Rural Community-Driven Development *Project)* Impact Assessment Study of the PDDC Project in the Oio Region in Guinea-Bissau, to the CAP Study on Sexual and Reproductive Health and HIV / AIDS, to the Exploratory Study on Domestic Child Labour in Bissau and to the Transnational Study on the Employability of Students in the Third Cycle of Basic Education commissioned by ROCARE-Network of West and Central Africa for Research in the Field of Education. He is speaking Criole, Portuguese and French.

Ivanildo da Silva Pinto Nancassa is a Guinean Bissau sociologist with specific Training in Pedagogy and Didactics for Children, with particular focus on Sociology of Knowledge, Children's pedagogy and Sociology of Education. His professional experience ranges over Anthropo-sociology as trainer in the field of Childhood Education, Sociology of Health and Field Research. He has been Managing Social projects. From the academic point of view, he is Assistant Professor of Geographic Teaching Method, Professor of Evolutionary Anthropo-sociology at Unipiaget and Professor of Sociology of School Establishment (IPSA). He has knowledge about protected areas being affected to the Centre for Environmental Studies and Applied Technologies. Ivanildo has been Early Warning Monitor with ECOWAS, Consultant and coordinator of field research at CEPCAS-solutions, collaborating with National Institute of Studies and Research at INEP. H is actually responsible for the Program for the Prevention and Management of Acute Malnutrition at the level of Nutritional Recovery Centers (CRN) and Casas das Mães in the regions of Gabú, Bafatá and Tombali - synergy with the HIV sector (UNICEF / CARITAS DE BAFATÁ). He is speaking Criole, Portuguese and French.

Maira Camará is a young sociologist from Guinea Bissau with experience involved with the History and Anthropology Studies' Center. She has been researching on the Obstacles to Schooling for Girls, Children with Disabilities and Marginalized Children with Plan International Guinea-

Bissau and more recently, with WHO (World Health Organization) on «How to involve traditional and religious leaders in the fight against COVID-19 in Guinea-Bissau». She is speaking Portuguese, French and English.

Saico Baldé is professor of scientific research methods and techniques and professor of social psychology and sociology of organizations at Instituto Superior Politecnico Horizonte. He is also a trainer in the School Management and Administration Area of the Catholic Mission schools of the Bijagós Islands and the Biombo Region. He has previous experience in Research on practices, knowledge and attitudes towards Tuberculosis disease in partnership with INASA, funded by the World Bank. He also participated to the evaluation of the summer camp promoted by UNICEF. He participated to a research on domestic child labor of ILO. He did a CAP Study on Sexual Reproductive Health / AIDS funded by SNLS. He carried out a Research on employability education promoted by ROCARE. He is further teaching English Language at Aruna Embaló school.

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ANNEX 3. PBF RESULTS' STRUCTURE

SDG 16 : Guarantee Peace, Justice and Strong Institutions

↑

UNDAF Outcome 1. State institutions, including in the areas of defense, security, and justice, consolidate stability and the rule of law, democratic participation, and equitable access to opportunities for all.

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Outcome 1: Youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas are actively engaged in and capably contribute to peacebuilding and dialogue activities in their communities

↑

Output 1.1 - Adolescents (in target areas with special attention to inclusion of girls) have increased knowledge, competencies and life skills, including literacy to engage as active peacebuilders.	Output 1.2 - Adolescents have a safe space through local and national media to express their views and access and influence key actors in the public sphere	Output 1.3 - Youth leaders and organizations have enhanced skills and competencies as environmental and gender-sensitive peacebuilders	Output 1.4 - Youth leaders (with special attention to inclusion of young women) apply peacebuilding and leadership training to the design and implementation of innovatives, including those related to natural resource management through grants support
Training and curriculum for peace building
Functional literacy and civic education | Establishment of safe spaces/multi-purpose spaces
Community Action projects
Advocacy on sustainable development for peace
Radio and Television Programmes
Television programmes
Adolescents as reporters
Periodic newsletters | Training package

Testing of the training package

Training of Trainers | Peacebuilding Forum

Media Partnerships

Community environment peacebuilding initiatives |

Inputs: Partnership with Government and Civil Society (INDE, ANADEC and SWISSAID), Staff and consultants, financial resources, equipment, advocacy materials, capacity building tools, documentation, situation and results data.
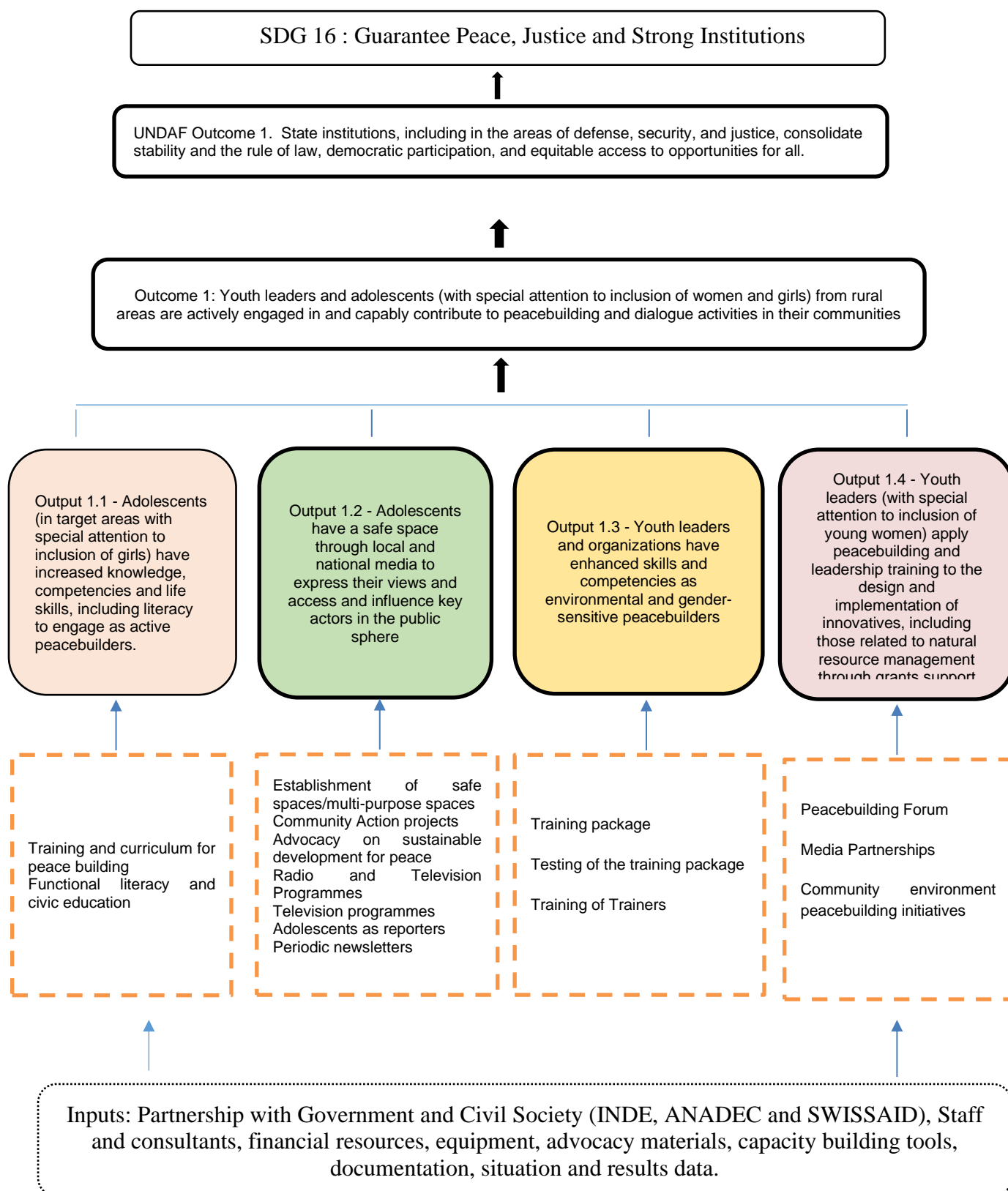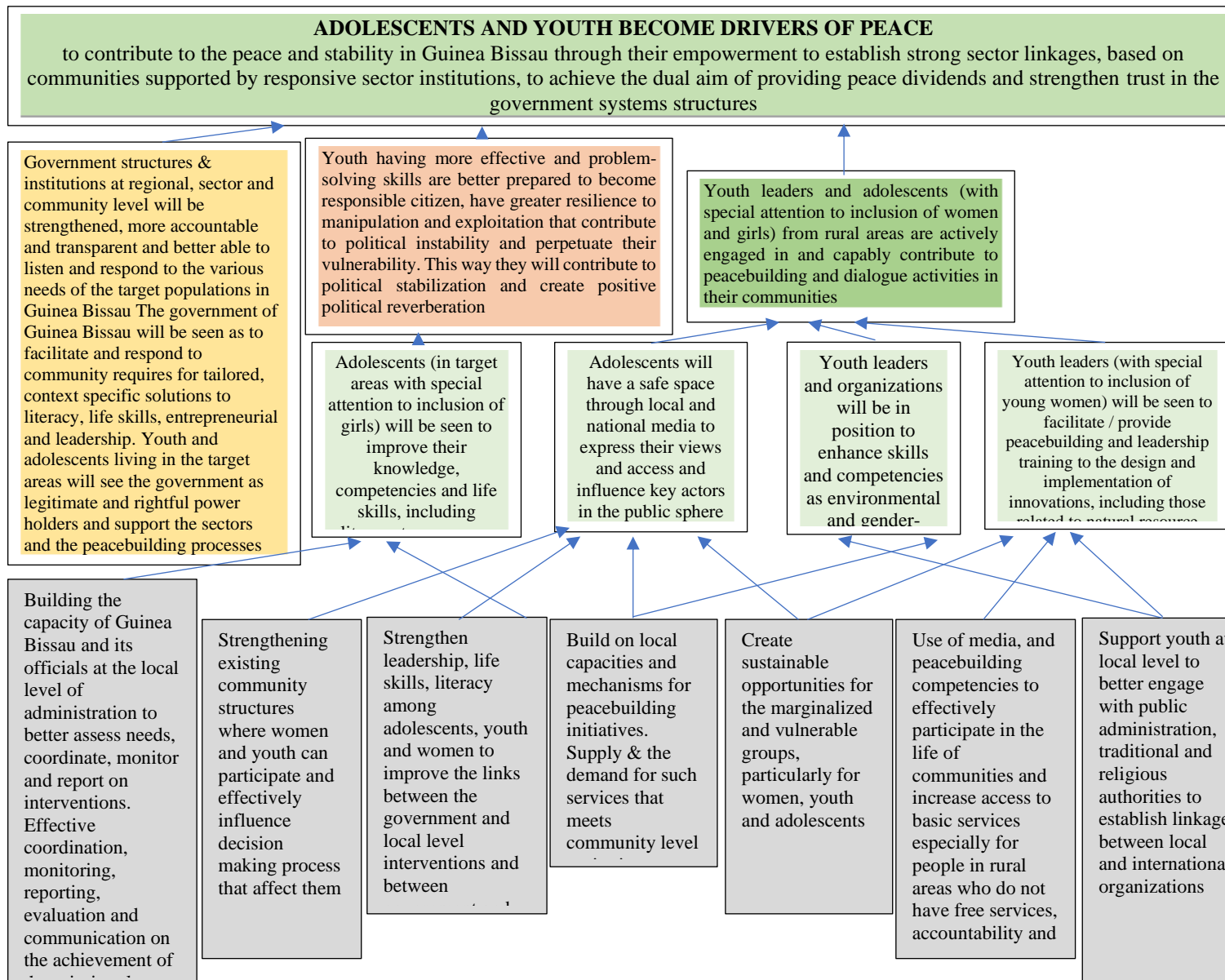
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ANNEX 4. THEORY OF CHANGE

ADOLESCENTS AND YOUTH BECOME DRIVERS OF PEACE
to contribute to the peace and stability in Guinea Bissau through their empowerment to establish strong sector linkages, based on communities supported by responsive sector institutions, to achieve the dual aim of providing peace dividends and strengthen trust in the government systems structures

Government structures & institutions at regional, sector and community level will be strengthened, more accountable and transparent and better able to listen and respond to the various needs of the target populations in Guinea Bissau The government of Guinea Bissau will be seen as to facilitate and respond to community requires for tailored, context specific solutions to literacy, life skills, entrepreneurial and leadership. Youth and adolescents living in the target areas will see the government as legitimate and rightful power holders and support the sectors and the peacebuilding processes

Youth having more effective and problem-solving skills are better prepared to become responsible citizen, have greater resilience to manipulation and exploitation that contribute to political instability and perpetuate their vulnerability. This way they will contribute to political stabilization and create positive political reverberation

Youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas are actively engaged in and capably contribute to peacebuilding and dialogue activities in their communities

Adolescents (in target areas with special attention to inclusion of girls) will be seen to improve their knowledge, competencies and life skills, including

Adolescents will have a safe space through local and national media to express their views and access and influence key actors in the public sphere

Youth leaders and organizations will be in position to enhance skills and competencies as environmental and gender-

Youth leaders (with special attention to inclusion of young women) will be seen to facilitate / provide peacebuilding and leadership training to the design and implementation of innovations, including those related to natural resource

Building the capacity of Guinea Bissau and its officials at the local level of administration to better assess needs, coordinate, monitor and report on interventions. Effective coordination, monitoring, reporting, evaluation and communication on the achievement of

Strengthening existing community structures where women and youth can participate and effectively influence decision making process that affect them

Strengthen leadership, life skills, literacy among adolescents, youth and women to improve the links between the government and local level interventions and between

Build on local capacities and mechanisms for peacebuilding initiatives. Supply & the demand for such services that meets community level

Create sustainable opportunities for the marginalized and vulnerable groups, particularly for women, youth and adolescents

Use of media, and peacebuilding competencies to effectively participate in the life of communities and increase access to basic services especially for people in rural areas who do not have free services, accountability and

Support youth at local level to better engage with public administration, traditional and religious authorities to establish linkages between local and international organizations

Impact

Assumptions & Risks
1. Strong systems of government throughout the country functions as an alternative to the presently prevailing predatory systems of governance
2. Peacebuilding in the agenda of international donors for the coming years
3. Effective youth leadership model /Approaches of community recovery based on lessons learnt with the involvement of for the adolescent's empowerment

Outcomes

Assumptions & Risks
1. The government of Guinea Bissau and the donors financially support youth leadership through adolescent's empowerment conferences and fora
2. Govt fully support and commitments to increase its commitments at the sector and regional level.
3. Youth with prospects of other financial cash flows and economic stake in their future will be less likely to engage with

Outputs

Assumptions & Risks
1. Good understanding on the part of the funding agencies (UNICEF & UNDP) of the local dynamics & needs for effective, age-appropriated, contextualized leadership training models focused on building youth resilience
2. Access to the same services to communities which need the same.
3. Community trust in the new community building process is a work in progress and highly vulnerable to setbacks.
4. Disillusioned & marginalized youth can be manipulated by those in opposing sides.

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ANNEX 5. EVALUATION MATRIX

Category 1: PBF Project Framework Development

Areas of Analysis:
PBF Project Outcomes
Peacebuilding Relevance
Peacebuilding Gaps
PBF support project Added Value

Project Framework Development

No.	Key Question:	Data Tools	Data Analysis

1.0	What do you see as some of the main challenges, successes and lessons learned of the PBF Project framework development?	• Document Analysis
		• Semi-Structured Interview Guides/questions
		   o PBF Secretariat
		   o PBF Direct Partners
		   o National Stakeholders
		   o Implementing Partners
		• Thematic FGDs (national, regional level and community groups)
			• **PBF Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**
			• **Stakeholder Interviews**

2.0	To what degree did you see the recommendations from the assessments including the analysis considered in terms of interventions and stakeholders?	• Document Analysis
		• Semi-Structured Interview Guides/questions
		   o PBF Secretariat
		   o PBF Partners
		   o National Stakeholders
		   o Implementing Partners
		• Thematic FGDs (national, regional level and community groups)
			• **TOC Analysis**
			• **Document Synthesis**
			• **Interviews**
			• **Stakeholders (national and the funders)**

No.	**Sub-questions**	**Judgment Criteria**	**Data Analysis**
2.1	**Were the needs of adolescents and youth, girls and boys, women and men as well as the most disadvantaged groups (and especially disadvantaged young adolescents) taken into consideration? How?**	2.1.1 **Youth, girls, boys, men and women involved in decision making in forums and leadership in peacebuilding activities including community dialogues** 2.1.2 **Disadvantaged groups, Women and adolescents' in authority positions** 2.1.3 **Women and youth perceive increased inclusion and opportunities for peacebuilding** 2.1.4 **Absorption capacity of implementation** 2.1.5 **Semi-Annual and Annual Reviews and report quality** 2.1.6 **PBF reporting against higher-level outcomes**	**Document synthesis** **Interviews** **FGDs**

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No.	Sub-questions	Judgment Criteria	Data Analysis

3	Looking back from the PBF's early engagement since 2018 what main changes did you see in programming approaches? Which were the lessons learned, especially on accelerated literacy and life skills?	3.1 Document Analysis
		3.2 Semi-Structured Interview Guides/questions
		    3.2.1 PBF Secretariat
		    3.2.2 PBF Direct Partners
		    3.2.3 National Stakeholders
		    3.2.4 Implementing Partners
		3.3 Thematic FGDs (national, regional level and community groups)
			TOC Analysis
			Document synthesis
			Interviews
			FGDs

4	What were the primary frameworks that were used to orient the PBF project of support? What did you see as some of the main strategic objectives?	• Degree of project complementarity • Collaborated for common strategic objectives • PBF Project and projects well anchored into the national frameworks and national strategic priorities for Guinea Bissau • Degree of strategic analysis carried out	• **PBF Project Process Consolidation** • **Document Synthesis**

5	How well integrated do you see the PBF project of support into;	• Document Analysis
		• Semi-Structured Interview Guides/questions
		    o PBF Secretariat
		    o PBF Direct Partners
		    o National Stakeholders
		    o Implementing Partners
		• Thematic FGDs (national, regional level and community groups)
			• **Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**
			• **Stakeholder interviews**

5.1	Government of Guinea Bissau priorities in the youth lead communities	• Gender sensitivity present in all the phases of; Design, implementation, monitoring and reporting • Sufficient gender expertise available to support gender integration	• **Process Consolidation** • **TOC Analysis** • **Document Synthesis** • **Stakeholder interviews**
5.2	**Government of Guinea Bissau priorities in the women led groups (spouses or elderly)**	• **Gender sensitivity present in all the phases of; Design, implementation, monitoring and reporting** • **Sufficient gender expertise available to support gender integration**	• **PBF Process Consolidation** • **TOC Analysis** • **Document Synthesis** • **Stakeholder Interviews**

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Relevance

No.	Key Question:	Data Tools	Data Analysis

6.0	In your view, how relevant was the PBF project of support for addressing the key peacebuilding needs in Guinea Bissau for adolescents, youth and women? leadership project?	• Document Analysis
		• Semi-Structured Interview Guides/questions
		    o Government,
		    o Civil society
		    o PBF Direct Partners /Donors
		• Thematic FGDs
			• **Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**
			• **Stakeholder interviews**

No.	**Key Question:**	**Data Tools**	**Data Analysis**

7.**0**	How well aligned do you see the PBF project of support with national priorities?	• Document Analysis
		• Semi-Structured Interview Guides/questions
		    o Government,
		    o Civil society
		    o PBF Direct Partners /Donors
		• Thematic FGDs
			• **Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**
			• **Stakeholder interviews**

8.0	**How responsive was the PBF project of support in seizing important political opportunities for greater peacebuilding impact?**	• **Document Analysis**
		• **Semi-Structured Interview Guides/questions**
		    o **Government,**
		    o **Civil society**
		    o **PBF Direct Partners /Donors**
		• **Thematic FGDs**
			• **PBF Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**
			• **Stakeholder Interviews**

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Category 2: RY-PBL (PBF) **Project Process Considerations – Evaluation Dimensions & Management**
Areas of Analysis:
2. PBF Project Development Process
3. PBF Project Operationalization Process
4. PBF Project Implementation Process
5. PBF Management functions

Operationalization of PBF

No.	Key Question	Data Tools	Data Analysis

9.**0**	We would like to hear your perspective on the process for the operationalization of the PBF project of support. What were some of the successes and challenges in the project selection?	• Document Analysis
		• Semi-Structured Interview Guides
		    ○ National Stakeholders/External Observers
		    ○ Implementing Partners
		    ○ District and Municipality Representatives
		• Thematic FGDs
		Judgment Criteria
		    ○ Criteria/Logic for project support and selection?
		    ○ Frameworks used for alignment projects.
		    ○ Interests and Positions?
		    ○ Flexibility and adaptation to the agenda of beneficiaries
			• **PBF Project Process**
			• **Document Synthesis**
			• **TOC Analysis**

No.	Key Question	Data Tools	Data Analysis

10.**0**	In retrospect, how well do the collection of projects contribute to the key strategic challenges/opportunities for peacebuilding in Guinea Bissau?	• Document Analysis
		• Semi-Structured Interview Guides
		    ○ National Stakeholders/External Observers
		    ○ Implementing Partners
		    ○ District and Municipality Representatives
		• Thematic FGDs (District level and community groups)
			• **Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**
			• **Stakeholder interviews**

11.0	How well do you see the final collection/bulk of project's activities representing the Theory of Change?	• Document Analysis
		• Semi-Structured Interview Guides
		    ○ National Stakeholders/External Observers
		    ○ Implementing Partners
		    ○ District and Municipality Representatives
		Thematic FGDs (District level and community groups)
			• **Peacebuilding Gaps in ToC**
			• **Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**
			• **Stakeholder interviews**

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No.		Judgment Criteria	Data Analysis
12.0	How innovative were the range of project's activities supported?	• Operationalization of ToC led by missed opportunities • PBF funding • Perceptions of the Peacebuilding gaps critical to be addressed in the future support	• **Peacebuilding Gaps in ToC** • **Process Consolidation** • **TOC Analysis** • **Document Synthesis** • **Stakeholder interviews**
No.	**Sub-questions**	**Judgment Criteria**	**Data Analysis**
13.1	Which ones were seen with results?	• Respondents can articulate the PBF role under the initiatives • Peacebuilding successes in PBF Project Operationalization of TOCs	• **TOC Analysis** • **Document Synthesis** • **Stakeholder interviews**
13.2	Any results that you can tell us?	• Respondents can articulate the PBF role under the initiatives • Respondents can outline the role of PBF support within the region, sector and community	• **TOC Analysis** • **Document Synthesis** • **Stakeholder interviews**
13.3	**When no or little results why? What would you do differently?**	• **Respondents can articulate the PBF results under each initiative** • **Respondents can articulate the PBF remedies of what they believe which initiatives can better be implemented.**	• **TOC Analysis** • **Document Synthesis** • **Stakeholder interviews**

PBF project of support Efficiency, Effectiveness and Gender

No.	Key Question	Data Tools	Data Analysis Modules
Results			

14.0	**To what extent did the PBF project achieve its intended objectives? (UNICEF and UNDP ones)**	• **Document Analysis**
		• **Semi-Structured Interview Guides**
		    ○ **Implementing Partners articulate skills and knowledge that is passed on to;**
		        • **Adolescents**
		        • **Youth leaders**
		            • **Competencies (media to express, influence key actors)**
		            • **Gender sensitivity**
		• **Thematic FDGs**
			• **Document Synthesis**
			• **Stakeholder interviews**

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No.	Key Question	Data Tools	Data Analysis Modules

15.0	To what extent has the project provided youth involved with a useful skill (literacy, life skills, entrepreneurial and leadership skills)?	• Document Analysis
		• Semi-Structured Interview Guides
		  o Youth and women involved in decision making in forums and leadership in peacebuilding activities
		  o Women and youth perceive increased inclusion and opportunities for peacebuilding
		Thematic FGDs
			• **Document Synthesis**
			• **Interviews**

16.0	To what extent have the results achieved contributed to the country national objectives?	• Document Analysis • Semi-Structured Interview Guides • Thematic FGDs	• **Document Synthesis** • **Interviews**
Process			
17.0	To what extent understands the implementation of project by actors (NGOs, regional and sector authorities, Tabancas, youth organizations) influenced its progress?	• Document Analysis • Semi-Structured Interview Guides • Thematic FGDs	• **Document Synthesis** • **Interviews**
18.0	**To what extent have planned activities over the implementation period achieved the results (quantity and quality) where gaps are not covered by other partners or the government?**	• **Document Analysis** • **Semi-Structured Interview Guides** • **Thematic FGDs**	• **Document Synthesis** • **Interviews**

No.	Key Question	Data Tools	Data Analysis Modules

19.0	To what extent have established partnerships promoted or hindered the achievement of the desired outcomes.	• Document Analysis
		• Semi-Structured Interview Guides
		  o National Stakeholders/External Observers
		  o Implementing Partners
		• Thematic FGDs
			• **Peacebuilding Gaps in ToC**
			• **Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**
			• **Stakeholder interviews**

Effectiveness			

20.0	In general, was the PBF project of support implemented in a timely and cost-effective manner?	• Document Analysis
		• Semi-Structured Interview Guides
		  o National Stakeholders
		  o Implementing Partners
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

No.	**Sub-questions**	**Judgment Criteria**	Data Analysis

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20.1	What were the most significant barriers to efficient implementation?	• Key sustainability barriers and successes	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
20.2	To what extent were financial resources, human resources and supplies:	• Sufficient gender expertise available to support gender activities • Semi-Annual and Annual Reviews and report quality • TOC development high quality • Quality Assurance of monitoring data and reports • Timely development • Approval process	• **PBF Project Process Consolidation** • **Document Synthesis**
No.	**Key Question**	**Data Tools**	**Data Analysis**

21.0	To what extent the same results could have been achieved by other less expensive alternatives?	• Document Analysis
		 • Semi-Structured Interview Guides
		      o National Stakeholders
		      o Implementing Partners
		 • Thematic FGDs
			• **PBF Project Process Consolidation**
			 • **Document Synthesis**

22.0	**How responsive was the PBF project in support to new challenges or barriers to implementation?**	• **Document Analysis**
		 • **Semi-Structured Interview Guides**
		      o **National Stakeholders**
		      o **Implementing Partners**
		 • **Thematic FGDs**
			• **PBF Project Process Consolidation**
			 • **Document Synthesis**

No.	**Sub-questions**	**Judgment Criteria**	**Data Analysis**
22.1	What adjustment were made based on lessons learned	• Timely processes • Strategic analysis • Responsive to adjustments • Seized important opportunities? • Risk factors assessed and managed? • Projects were innovative and complementary	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**

23	How did you see Gender, Human rights and Equity principles considerations integrated into PBF design and delivery of interventions?	• Document Analysis
		 • Semi-Structured Interview Guides
		      o National Stakeholders
		      o Implementing Partners
		 • Thematic FGDs
		      o Girls/women
		      o Project monitoring
		      o Decision making
			• **PBF Project Process Consolidation**
			 • **TOC Analysis Document Synthesis**

No.	Sub-questions	Judgment Criteria	**Data Analysis**

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No.	Key Question	Data Tools	Data Analysis Modules

24.0	To what extent did the PBF project identify and tackle the barriers that prevent girls' and women's access to the services that it made available in the targeted communities?	• Document Analysis
		• Semi-Structured Interview Guides
		   o National Stakeholders
		   o Implementing Partners
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

25.0	To what extent did the project contribute to equal opportunities in political participation and decision making?	• Document Analysis
		• Semi-Structured Interview Guides
		   o National Stakeholders
		   o Implementing Partners
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

No.	**Key Question**	**Data Tools**	**Data Analysis Modules**

26.0	Did you feel there was sufficient gender expertise available in support integration of gender into programming?	• Document Analysis
		• Semi-Structured Interview Guides
		   o National Stakeholders
		   o Implementing Partners
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

27.0	**what extent did the PBF projects and implementing partners work in complementarity? And small grants?**	• **Document Analysis**
		• **Semi-Structured Interview Guides**
		   o **National Stakeholders**
		   o **Implementing Partners**
		• **Thematic FGDs**
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

No.	Key Question	Data Tools	Data Analysis Modules

28.0	**How responsive was the PBF project of support in seizing important political opportunities for greater peacebuilding impact?**	• **Document Analysis**
		• **Semi-Structured Interview Guides**
		   o **National Stakeholders**
		   o **Implementing Partners**
		• **Thematic FGDs**
		   o **Positive example**
		   o **Missed opportunities**
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

Impact & Sustainability

Impact

No.	Key Question	Data Tools	Data Analysis
29.0	In retrospect, how do you see as being the primary contributions of the PBF project of support to peacebuilding in Guinea Bissau?	• Document Analysis • Semi-Structured Interview Guides o Implementing Partners • Thematic FGDs	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
30.0	Did you see the PBF project providing added value in the overall context of funding? How strategic has been its leverage for peacebuilding? Give examples.	• Document Analysis • Semi-Structured Interview Guides o Implementing Partners • Thematic FGDs	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
31.0	To what extent did the PBF project contribute to increased participation of adolescents and youth (girls and boys, women and men) in peace building efforts and decision making?	• Document Analysis • Semi-Structured Interview Guides o Implementing Partners • Thematic FGDs	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
32.0	To what extent the PBF project has contributed to positive and/or negative changes observed among beneficiaries (adolescents, young people, parents, communities, etc.)?	• Document Analysis • Semi-Structured Interview Guides o Implementing Partners • Thematic FGDs	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
No.	Key Question	Data Tools	Data Analysis Modules
33.0	**To what extent has the PBF approach helped influence the perception of families, beneficiaries and communities about their role in peace building and decision making?**	• **Document Analysis** • **Semi-Structured Interview Guides** o **Implementing Partners** • **Thematic FGDs**	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**

Sustainability

No.	Key Question	Data Tools	Data Analysis

34.0	In your perspective, how sustainable are the peacebuilding gains achieved in this PBF project?
	• By outcome?
	• By project's outputs?
		• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

35.0	What are some factors that are supporting or inhibiting potential sustainability of the gains?	• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

36.0	To what extent have the Government and central and de-concentrated levels, NGOs and communities taken ownership of the PBF initiative?	• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

37.0	To what extent have the necessary conditions for the ownership of interventions by the government and communities been put in place by UNICEF?	• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

38.0	To what extent have dimensions of the PBF project been incorporated into national peace building practices?	• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

39.0	**What are the factors that influence the sustainability of the Peace Building Project outcomes?**	• **Document Analysis**
		• **Semi-Structured Interview Guides**
		   o **Implementing Partners**
		   o **Other stakeholders**
		• **Thematic FGDs**
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

Management

No.	Key Question	Data Tools	Data Analysis
40.0	How well did the management processes with the PBF provide good support in the implementation?	• Document Analysis • Semi-Structured Interview Guides ○ Implementing Partners ○ Other stakeholders • Thematic FGDs	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
41.0	How would you rate the decision-making processes within the PBF?	• Document Analysis • Semi-Structured Interview Guides ○ Implementing Partners ○ Other stakeholders • Thematic FGDs	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
42.0	How timely were the PBF management and implementation processes?	• Document Analysis • Semi-Structured Interview Guides ○ Implementing Partners ○ Other stakeholders • Thematic FGDs	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
43.0	To what extent did the coordinating committee and management processes include a high degree of ownership and diverse engagements?	• Document Analysis • Semi-Structured Interview Guides ○ Implementing Partners ○ Other stakeholders • Thematic FGDs	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
44.0	What changes or adaptations did the coordinating committees go through over the course of this project?	• Document Analysis • Semi-Structured Interview Guides ○ Implementing Partners ○ Other stakeholders • Thematic FGDs	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**
45.0	**How successful was the use of the coordinating committees in support of the PBF project?**	• **Document Analysis** • **Semi-Structured Interview Guides** ○ **Implementing Partners** ○ **Other stakeholders** • **Thematic FGDs**	• **PBF Project Process Consolidation** • **TOC Analysis Document Synthesis**

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

No.	Key Question	Data Tools	Data Analysis Modules

46.0	How would you rate the technical capacity for meeting the PBF expectations for project management?	• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

47.0	How would you rate the technical capacity of the implementing partners for project management? And for small grants?	• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

48.0	How did you see principles of gender sensitivity and do no harm being integrated into the PBF projects?	• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis Document Synthesis**

Value Add, Lessons Learned and Future Directions

No.	Key Question	Data Tools	Data Analysis

49.0	Comparing the projects that were developed under the PBF project in support of the youth leadership, what other similarities or differences do you between these two regions in which the project was implemented?	• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**

50.0	What types of catalytic effects from the PBF processes have you seen contributing to peacebuilding in Guinea Bissau?	• Document Analysis
		• Semi-Structured Interview Guides
		   o Implementing Partners
		   o Other stakeholders
		• Thematic FGDs
			• **PBF Project Process Consolidation**
			• **TOC Analysis**
			• **Document Synthesis**

No.	Sub-questions	Judgment Criteria	Sources
50.1	**Has the PBF catalysed additional support/commitment (political, financial) by (i) national stakeholders, and (ii) donors/international actors?**	• **Degree of government commitment** • **Degree of institutional capacity** • **Degree of UNICEF/UNDP Commitment** • **External and Internal Political and financial context factors**	• **PBF Project Process Consolidation** • **TOC Analysis** • **Document Synthesis**

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

No.	Sub-questions	Judgment Criteria	Sources
50.2	Has the PBF catalysed additional innovative programming adaptation by (i) national stakeholders, and (ii) donors/international actors?	• Leadership • Membership levels • Technical capacity • Structure • Government, civil society, and community ownership and engagement	• **PBF Project Process Consolidation** • **TOC Analysis** • **Document Synthesis**

No.	Key Question	Data Tools	Data Analysis Modules
50.**3**	Networks as a platform for other peacebuilding?	• Synergies verified across outcome areas of the PBF Project (e.g. networks created that serve as platforms for other peacebuilding efforts)	• **PBF Project Process Consolidation** • **TOC Analysis** • **Document Synthesis**
50.**4**	Government commitment or changes	• Commitment to peacebuilding is increased	• **PBF Project Process Consolidation** • **TOC Analysis** • **Document Synthesis**
50.**5**	Innovative and Risk-Taking Programming	• PBF investments for the different activities were seen as innovative and pioneering in terms of taking risks compared to other donors • Projects were innovative and complementary	• **PBF Project Process Consolidation** • **TOC Analysis** • **Document Synthesis**

51.**0**	What do you see as the most important lessons learned for peace building programming to consider?	• Document Analysis
		 • Semi-Structured Interview Guides
		     ○ Implementing Partners
		     ○ Other stakeholders
		 • Thematic FGDs
			• PBF Project Process Consolidation
			 • TOC Analysis Document Synthesis

52.**0**	What do you see as the most important lessons learned for accelerated literacy programming to consider?	• Document Analysis
		 • Semi-Structured Interview Guides
		     ○ Implementing Partners
		     ○ Other stakeholders
		 • Thematic FGDs
			• PBF Project Process Consolidation
			 • TOC Analysis Document Synthesis

53.**0**	What do you see as the most important lessons learned for life skills programming to consider?	• Document Analysis
		 • Semi-Structured Interview Guides
		     ○ Implementing Partners
		     ○ Other stakeholders
		 • Thematic FGDs
			• PBF Project Process Consolidation
			 • TOC Analysis Document Synthesis

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

No.	Key Question	Data Tools	Data Analysis

54.0	What do you see as the most important lessons learned for PBF management?	● Document Analysis
		● Semi-Structured Interview Guides
		    ○ Implementing Partners
		    ○ Other stakeholders
		● Thematic FGDs
			● **PBF Project Process Consolidation**
			● **TOC Analysis Document Synthesis**

55.0	**Looking ahead, what do you feel should be the next peacebuilding priorities in Guinea Bissau?**	● **Document Analysis**
		● **Semi-Structured Interview Guides**
		    ○ **Implementing Partners**
		    ○ **Other stakeholders**
		● **Thematic FGDs**
			● **PBF Project Process Consolidation**
			● **TOC Analysis Document Synthesis**

ANNEX 6. INFORMED CONSENT FORM UNDER 17 YEARS

<u>INFORMED CONSENT OF PARTICIPANT UNDER CONSIDERATION (>18 years)</u>

<u>Title of Research</u>:
Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau

Name of interviewer: Code Nr : _____
Date ___/____/_____ Place_____Signature

The study will be conducted at………………………………….., in the County of ……………… between March and July 2020.
I read the information note in Portuguese ☐
I heard the information note in Portuguese or in local language ☐
I had the information note ☐
I received and understood the explanations given on this research ☐

The nature of this research was explained to me. I understood the nature of this research and the information text. I asked all my questions and got satisfactory answers. I freely accept to participate in a group interview and possibly an individual interview. I know that I can put an end to my participation at any time during the exchanges, without prejudice or explanation. I know that pictures can be taken and my voice registered and I agreed with that.

Participant
Participant full Name: _____
Date ___/____/____ Place_____ Signature _____

Impartial witness
Full name of witness: _____
Date ___/____/____ Place_____ Signature _____

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)
ANNEX 7. INFORMED CONSENT FORM ABOVE 18 YEARS

<u>INFORMED CONSENT OF PARTICIPANT UNDER CONSIDERATION (10-17 years)</u>
(Address to school-age children and adolescents participating in the study)

<u>Title of Research</u>:
Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau
Name of interviewer: Code Nr : _____
Date ___/____/_____ Place_____ Signature

The study will be conducted at…………………………….., in the County of ……………… between June and July 2020.
I read the information note in Portuguese ☐
I heard the information note in Portuguese or in the local language ☐
I had the information note ☐
I received and understood the explanations given on this research ☐

The nature of this research was explained to me. I understood the nature of this research and the information text. I asked all my questions and got satisfactory answers. I freely accept to participate in a group interview and possibly an individual interview. I know that I can put an end to my participation at any time during the exchanges, without prejudice or explanation. I know that pictures can be taken and my voice registered and I agreed with that.

Participant
Participant full Name: _____
Date ___/____/____ Place_____ Signature _____

Impartial witness
Full name of witness: _____
Date ___/____/____ Place_____ Signature _____

Project Officer/Teacher/Authority
Full name of Doctor/Teacher/Authority: _____
Date ___/____/____ Place_____ Signature _____

Government, Civil society and Donors General Guide for the overall RY-PBL (PBF) Project of Support

Identificação

Data_____Localidade_____

Nome_____Sexo_____Idade_____

Profissão_____Instituição_____

Seção 1: Introdução

1. Qual foi o seu papel no trabalho de construção da paz na Guiné-Bissau?

2. Até que ponto você conhece o portfólio/pacote geral do projeto PBF gerido pelo UNICEF e pelo PNUD de 2018 até hoje? De 1 à 10

3. Você conhece algum outro projeto PBF no país? Por favor descreva
   PROBES
   - Título
   - Regiões onde foi implementado
   - Tipo de atividades
   - Por quem foi implementado
   - Existe uma coordenação e planificação geral dos projetos do PBF em Guiné-Bissau

Seção 2: Relevância

4. Na sua opinião, qual é a relevância das actividades do PBF para atender às principais necessidades de construção da paz em Guiné-Bissau para adolescentes, jovens e mulheres?
   PROBES
   - Liderança
   - Direitos humanos
   - Migração
   - Meio ambiente (gestão de recursos naturais)
   - Educação / alfabetização
   - Gênero
   - Eleições
   - Outro especificar

5. Quão bem alinhado você vê as actividades do PBF com as prioridades nacionais?
   PROBES
   - Governo da Guiné-Bissau
   - Região da África Ocidental

6. Qual foi a capacidade de resposta do projeto PBF em aproveitar oportunidades políticas importantes para um maior impacto na construção da paz?

Seção 3: Impacto e Sustentabilidade

Impacto

7. Olhando para tràs, quais são as principais contribuições do projet PBF (UNICEF UNDP) na construção da paz em Guiné-Bissau? E dos 10 projetos PBF no país, em geral?

8. Como você viu o projeto PBF trazer valor acrescentado à partir das comunidades até ao contexto geral do País? Quão estratégica tem sido sua abordagem para a construção da paz?

Sustentabilidade
9. Na sua perspectiva, quão sustentáveis são (ou não são) os ganhos de construção da paz alcançados?
PROBES
   • Por resultado?
   • Por projeto?
   • Por outros fatores?
10. Quais são alguns fatores que estão apoiando ou inibindo a potencial sustentabilidade dos ganhos?
PROBES
   • Empenho do governo (quais setores)
   • Capacidade institucional
   • Sociedade Nacional e Local
   • Estado e Sociedade Civil
   • Dinâmica das partes envolvidas
   • Forças políticas externas e internas
   • Outras forças sociais

Seção 4: Valor acrescentado, lições aprendidas e orientações futuras
11. Comparando os projetos que foram desenvolvidos sob o portfólio do PBF em apoio à liderança juvenil, qual semelhanças ou diferenças você viu entre essas duas regiões nas quais o projeto foi implementado, Cacheu e Gabù?
PROBES
Em geral
   • Concepção
   • Orientação temática
   • Coerência
   • Gestão
   • Alinhamentos da estrutura
   • Geográfico
   • Acessibilidade
   • Étnico
   • Securitário
   • Presença de refugiados
   • Outras

   Por atividade:
   • habilidades para a vida,
   • alfabetização,
   • programas de rádio,
   • fóruns regionais,
   • fórum nacional
   • outro

12. Existe algo que você teria feito diferente? Se sim, o que e por quê?

13. Até que ponto você vê doadores e outras pessoas poderia usar as estruturas do PBF e o plano de prioridades, como referência para sua própria programação? De 1 à 10

14. Quais são as lições mais importantes aprendidas para a programação da construção da paz, à considerar?

15. Quais são as lições mais importantes aprendidas para a gestão do PBF?

16. Olhando para o futuro, quais são as próximas prioridades de construção da paz na Guiné-Bissau?

17. Qual seria a/as mudança/as mais significativa para uma paz duradoura?

18. Você já viu sinergias ou complementaridade entre as actividaes do PBF e outras ações de construção da paz?

19. Que tipos de efeitos catalíticos do PBF você já viu como contribuição à construção da paz em Guiné-Bissau?
    PROBES
    a. O PBF catalisou apoio / compromisso adicional (político, financeiro) por :
        (i) Atores nacionais
        (ii) Doadores / atores internacionais?
    b. O PBF catalisou uma adaptação de programação inovadora adicional por:
        (i) Partes interessadas nacionais
        (ii) Doadores / atores internacionais?
    c. Redes como plataformas para outra construção da paz?
    d. Compromissos ou mudanças do governo
    e Programação inovadora e de assunção de riscos

20. Mais alguma coisa à acrescentar?

Obrigado/a pelo vosso tempo!

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)
ANNEX 9. INTERVIEW GUIDE: NATIONAL STAKEHOLDERS

<div align="center">

**Guião de Entrevistas de Coordenadores do
Secretariado do PBF e Parceiros Diretos**

</div>

Identificação

Data_____Localidade_____

Nome_____Sexo_____Idade_____

Profissão_____Instituição_____

Seção 1: Desenvolvimento no quadro do Portfólio PBF

1. Como você vê alguns dos principais desafios, sucessos e lições aprendidas no quadro de desenvolvimento do portfólio PBF?

PROBES (*Considerando as actividades seguintes*)
   • Liderança
   • Direitos humanos
   • Migração
   • Meio ambiente (gestão de recursos naturais)
   • Educação / alfabetização
   • Gênero
   • Eleições
   • Outro especificar_____

2. Até que ponto você viu as recomendações das avaliações (*Baseline Survey*), incluindo a análise feita em termos de intervenções e partes à ser envolvidas?

   a. Jovens, mulheres, corrupção, capacidade governamental, mídia, idioma, inclusão política, mediação política, partidos políticos, liderança, lobby e advocacia, alfabetização, escolarização

   b. Foram levadas em consideração as necessidades de adolescentes e jovens, meninas e meninos, mulheres e homens, bem como os grupos mais desfavorecidos (e especialmente jovens adolescentes desfavorecidos)? Quão?

3. Olhando para tràs ao engajamento inicial do PBF, desde 2018, quais principais mudanças você viu nas abordagens e na programação?
   a. Quais foram as lições aprendidas, especialmente sobre alfabetização acelerada e habilidades para a vida/compétences de vie/life skills?

4. Quais foram as principais estruturas/impianto/framework usadas para orientar o portfólio de apoio do PBF?
   a. O que você viu como (alguns dos) principais objetivos estratégicos?

5. Olhando para tràs, quanto relevânte você viu as teorias de mudança (Theory of Change) desenvolvidas na concepção da fase atual do apoio do projeto PBF para identificar os principais problemas/questões centrais para a construção da paz em Guiné-Bissau?
De 1 à 10
PROBES
   a. Lacunas/faltas que não puderam ser enfrentadas/abordadas

   b. Plano de monitoramento adequado

6. Houve alguma questão política / estratégica que você acha que deveria ter sido tratada ou está faltando no portfólio de apoio ao projeto PBF para a liderança juvenil? E feminin?

7. Quão bem integrado você vê o portfólio/pacote das activitades do PBF nas prioridades do Governo da Guiné-Bissau

PROBES
- para lídererancia dos jovens na comunidade
- para lídererancia das mulheres na comunidade (cônjuges ou idosos)
- para <u>associações juvenis ou feminino</u>
- para outros

Seção 2: Operacionalização do PBF

8. Gostaríamos de ouvir sua perspectiva sobre o processo de operacionalização do portfólio/pacote das actividades de suporte do PBF. Quais foram alguns dos sucessos e desafios nas escolhas das actividades do projeto?

PROBES
   a. Critérios
   b. Lógica
   c. Estruturas usadas
   d. Interesses
   e. Posições
   f. Flexibilidade
   g. Adaptação à agenda dos beneficiários
   h. Outros. Específicar_____

9. Olhando para tràs, até que ponto as escolhas do projeto PBF contribui aos principais desafios / oportunidades estratégicas para a construção da paz na Guiné-Bissau?

10. Como você vê as escolhas final / maioria das atividades do projeto, representando a Teoria da Mudança (Theory of Change)?

11. Quão bem e como foi inovadora a gama de atividades apoiadas pelo projeto?
   a. Quais das actividades produziram resultados?
   b. Algum resultado que você pode nos dizer?
   c. Quando nenhum ou pouco resultado, por quê? O que você faria de diferente?

Seção 3: Portfólio/pacote das actividades do PBF: eficiência, eficácia e gênero
Resultados
   12. Até que ponto o projeto PBF alcançou os objetivos pretendidos? De 1 à 10
PROBES
- Líderes juvenis e adolescentes (com atenção especial à inclusão de mulheres e meninas) das áreas rurais estão envolvidos na construção da paz e no diálogo por mais, melhor conhecimentos, habilidades e experiências nas comunidades.
- Adolescentes (em áreas-alvo com atenção especial à inclusão de meninas) aumentaram o conhecimento, as competências e as habilidades para a vida, incluindo a alfabetização para se engajar como construtores de paz ativos

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)
- Os adolescentes têm um espaço certo através dos mídia locais e nacionais para expressar suas opiniões, acessar e influenciar os principais atores na esfera pública.
- As organizações têm habilidades e competências aprimoradas como construtores da paz, são sensíveis ao gênero e ao ambiente
- Líderes juvenis (com atenção especial à inclusão de jovens mulheres) aplicam treinamento de liderança e de construção da paz ao desenho e implementação de iniciativas inovadoras, incluindo aquelas relacionadas à gestão de recursos naturais, por meio de apoio à doações

13. Até que ponto o projeto forneceu aos jovens envolvidos uma habilidade útil (alfabetização, habilidades para a vida, habilidades empreendedoras e de liderança)?
De 1 à 10

14. Até que ponto os resultados alcançados contribuíram para os objetivos nacionais do país? De 1 à 10

Processo
15. Até que ponto a implementação do projeto pelos atores (ONGs, autoridades regionais e setoriais, tabancas, organizações de jovens) influenciou seu progresso? De 1 à 10

16. Até que ponto as atividades planejadas durante o período de implementação alcançaram os resultados (en quantidade e qualidade) aonde as lacunas/faltas não eram cobertas por outros parceiros ou pelo governo? De 1 à 10

17. Até que ponto as parcerias estabelecidas promoveram ou dificultaram a consecução dos resultados desejados. De 1 à 10 Explica_____

Eficácia
18. Em geral, o portfólio/ pacote das actividades do PBF foi implementado de maneira oportuna e econômica**?**
a. Quais foram as barreiras mais significativas para uma implementação eficiente?
Explica_____

b. Até que ponto recursos financeiros, recursos humanos e logística foram:
    PROBES
- Suficiente (quantidade)?
- Adequado (qualidade)?
- Distribuído en maneira oportuna
- Implantado em tempo hábil/util

19. Considera este projet PBF um pouco caro? Até que ponto os mesmos resultados possam ser alcançados por outras alternativas menos caras? De 1 à 10

20. Qual foi a capacidade de resposta das atividades do PBF aos novos desafios ou barreiras para implementação?
    PROBES
        a. Que ajuste foi feito com base nas lições aprendidas?
        b. Que ajuste não foi feito com base nas lições aprendidas?
21. Como você viu as considerações sobre os princípios de Gênero, Direitos Humanos e Equidade integrados ao desenho e entrega das actividades do PBF?
    PROBES

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

     a. Resposta às exigências de meninas / mulheres
     b. Inclusão de meninas / mulheres na tomada de decisão
     c. Inclusão de meninas / mulheres no monitoramento do projeto
     d. Explicação e integração dos Direitos Humanos
     e. Explicação e integração da Equidade

22. Até que ponto o projeto PBF identificou e superou as barreiras que impedem o acesso de meninas e mulheres aos serviços disponibilizados nas comunidades-alvo? De 1 à 10

23. Até que ponto o projeto contribuiu nas oportunidades de participação política e a tomada de decisões? De 1 à 10

24. Você sentiu que nos parceiros havia experiência em gênero suficiente para apoiar a integração de gênero na programação?

25. Até que ponto os projetos PBF em Guinea Bissau e os parceiros implementadores trabalham em complementaridade? E os parceiros das pequenas doações do PBF (small grants)? De 1 à 10

26. Qual foi a resposta do portfólio de apoio do PBF em aproveitar oportunidades políticas importantes para um maior impacto na construção da paz?

- Exemplos positivos
- Oportunidades perdidas

Seção 4: Impacto e sustentabilidade do project PBF
Impacto
27. Olhando para tràs, como você vê as principais contribuições das actividades do PBF à construção da paz em Guiné-Bissau?

28. Você viu as actividades do PBF fornecer valor acrescentado no contexto geral deste projeto? De 1 à 10
     a. Quão estratégica tem sido a influência para a construção da paz?
     Dar exemplos_____

29. Até que ponto o projeto PBF contribuiu para aumentar a participação de adolescentes e jovens (meninas e meninos, mulheres e homens) nos esforços de construção da paz e na tomada de decisões? De 1 à 10

30. Até que ponto o projeto PBF contribuiu para mudanças positivas e / ou negativas observadas entre os beneficiários (adolescentes, jovens, pais, comunidades, etc.)? De 1 à 10

31. Até que ponto a abordagem do PBF ajudou a influenciar a percepção das famílias, beneficiários e comunidades sobre seu papel na construção da paz e na tomada de decisões? De 1 à 10

Sustentabilidade
32. Na sua perspectiva, quão sustentáveis são os ganhos de construção da paz alcançados neste portfólio do PBF? De 1 à 10
    PROBES
      • Por resultado?

- Por actividade?
- Outros

33. Quais são alguns fatores que ajudam ou impedem a sustentabilidade potencial dos ganhos?
    PROBES
    - Empenho do governo (quais setores)
    - Capacidade institucional
    - Sociedade Nacional e Local
    - Estado e Sociedade Civil
    - Dinâmica das partes envolvidas
    - Forças políticas externas e internas
    - Outras forças sociais

34. Até que ponto o governo e os níveis central e desconcentrado, as ONGs e as comunidades se apropriaram da iniciativa PBF? De 1 à 10

35. Até que ponto foram implementadas pelo UNICEF as condições necessárias para a apropriação de intervenções pelo Governo? e Comunidades? De 1 à 10

36. Até que ponto as dimensões do projeto PBF foram incorporadas às normas e práticas nacionais de construção da paz? De 1 à 10

38. Quais são os fatores que influenciam a sustentabilidade dos resultados dum Projeto de Construção da Paz? Explique_____

Seção 5: Gestão
Nesta seção, gostaríamos de explorar mais detalhadamente a dinâmica do portfólio/pacote do PBF, a estrutura de gestão e as várias entidades de suporte que abordamos anteriormente.

39. Em que medida os processos de gestão do projeto PBF forneceram um bom suporte na implementação?
    PROBES
    - Sucessos
    - Desafios
40. Como você classificaria os processos de tomada de decisão no PBF? E porque?
    PROBES
    - Transparente
    - Responsivo/sensível
    - Estratégico
    - Oportuno/a tempo
    - Appropriado
    - Outro

41. Até que ponto o comitê coordenador e os processos de gestão e implementação do projeto PBF incluíram um alto grau de appropriação e engageamento? De 1 à 10
    PROBES
    - Atrasos ou nao nas aprovações
    - Atrasos ou nao no desembolso

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

• Outro

42. Que mudanças ou adaptações o Segretariado do PBF fiz ao longo deste projeto?
    PROBES
        • Liderança
        • Níveis de membros e categorias
        • Capacidade técnica de gestão
        • Propriedade e participação do governo
        • Propriedade e engajamento da sociedade civil
        • Propriedade e engajamento das partes envolvidas

43. Até que ponto tinha importancia o uso do secretariado em apoio as actividades do PBF? De 1 à 10
    PROBES
        • Discussões estratégicas
        • Sucessos / desafios

45. Como você classificaria/estimaria a capacidade técnica para atender às expectativas do PBF para gestão de projetos? De 1 à 10
    PROBES
        • Dimensões específicas (gestão e implementação)
        • Quaisquer variações
    • Quais foram os implementadores do 13 grants?
    • Porque 13 e não 17 como planejado?

46. Como você viu os princípios de sensibilidade ao gênero e de não prejudicio/ fazer nenhum mal (do no harm) integrados no projeto PBF?

Seção 6: Valor acrescentado/adicionado, lições aprendidas e orientações futuras
47. Comparando os projetos que foram desenvolvidos sob o portfólio do PBF em apoio à liderança juvenil, qual semelhanças ou diferenças você viu entre essas duas regiões nas quais o projeto foi implementado, Cacheu e Gabù?
    PROBES
        • Concepção
        • Orientação temática
        • Coerência
        • Gestão
        • Alinhamentos da estrutura
        • Geográfico
        • Acessibilidade
        • Étnico
        • Securitário
        • Presença de refugiados
        • Outras

48. Que tipos de efeitos catalíticos do PBF você já viu como contribuição à construção da paz em Guiné-Bissau?
    PROBES
        a. O PBF catalisou apoio / compromisso adicional (político, financeiro) por :
            (i) Atores nacionais
            (ii) Doadores / atores internacionais?

    b. O PBF catalisou uma adaptação de programação inovadora adicional por:
     (i) Partes interessadas nacionais
     (ii) Doadores / atores internacionais?
    c. Redes como plataformas para outra construção da paz?
    d. Compromissos ou mudanças do governo
    e Programação inovadora e de assunção de riscos

49. Quais são as lições mais importantes aprendidas para a programação da construção da paz à considerar?
Explique_____

50. Quais são as lições mais importantes aprendidas para a programação acelerada de alfabetização a considerar?
Explique_____

51. Quais são as lições mais importantes aprendidas para a programação de habilidades para a vida (Compétences de vie/Life Skills)? Explique_____

52. Quais são as lições mais importantes aprendidas para o gerenciamento do PBF?
Explique_____

53. Olhando para o futuro, quais são as próximas prioridades de construção da paz na Guiné-Bissau?
Explique_____

54. Qual seria a mudança mais significativa para fazer por uma paz duradoura?
Explique_____

Obrigado/a pelo vosso tempo!

ANNEX 10. INTERVIEW GUIDE: REGIONAL AND LOCAL LEADERS

<div align="center">

Autoridades Regionais e líderes locais

</div>

Identificação

Data_____Localidade_____

Nome_____Sexo_____Idade_____

Profissão_____Instituição_____

Seção 1: Introdução

21. Qual foi o seu papel no trabalho de construção da paz na Guiné-Bissau?

        a. Por quanto tempo?

22. Quais projetos você se lembra ter sido implementado para a construção da paz nesta região?

23. Quão conectado você estava com algum desses projetos? E com o PBF da UNDP/UNICEF? De 1 à 10

Seção 2: Desenvolvimento e Relevância

24. Poderia descrever o processo que levou ao desenvolvimento do projeto PBF (UNDP/UNICEF) em Cacheu e Gabù?

    a. Como e quando tinha conhecimento deste projeto PBF pela primeira vez?
    PROBES
        1. Para apresentão
        2. Para preguntar a permissão de algumas actividades
        3. Fui envolvido desde o inicio
        4. Não fui envolvido desde o inicio
        5. Foi eu à promover de fazer este projeto na região
        6. Por outros meios

25. Na sua perspectiva, qual é a relevância do projeto PBF para alcançar os resultados da construção da paz nessa região? De 1 à 10
    a. Estava lacunas na construção da paz que não foram abordadas pelo projeto? Se sim, quais_____
    b. Qual dessas áreas você viu que foram abordadas?
        • Liderança
        • Direitos humanos
        • Migração
        • Meio ambiente (gestão de recursos naturais)
        • Educação / alfabetização
        • Gênero
        • Eleições
        • Outro. Expecifica_____

26. Quão inovantes você viu as atividades do projeto?
    PROBES
        • Novos sistemas

- Novos métodos
- Novas actividades
- Nova abordagem
- Outro

27. Quão bem integrado você vê o (s) projeto (s) com: De 1 à 10
    PROBES
    - Prioridades do governo local
    - Outros trabalhos de desenvolvimento e construção da paz na área
    - Educação cívica escolar
    - Outros

28. Como o projeto PBF permitiu que o sector ou a comunidade resolvesse os desafios estratégicos de política / governança e segurança na região?

Seção 3: Dimensões da avaliação: eficiência, eficácia e gênero

29. Com base em suas observações, até que ponto os processos de gestão, por parte dos parceiros de implementação, forneceram bom suporte as actividades do projeto?
    PROBES
    - Sucessos
    - Desafios
    - Outros

30. Em geral, as intervenções do projeto foram implementadas de maneira oportuna e econômica?
31. Como você viu os processos de implementação?
    PROBES
    - Inclusivo e participativo
    - Sensível ao gênero
    - Diversidade étnica representada
    - Sensível à linguagem
    - Sensível à política
    - Outro

32. Quais foram as barreiras mais significativas que você viu para uma implementação eficiente?

33. Qual foi a capacidade de resposta do projeto ao enfrentar novos desafios ou novas barreiras à implementação?

    • Que ajuste foi feito baseado nas lições aprendidas?
34. Até que ponto o projeto PBF (UNDP/UNICEF de Cacheu e Gabù) (e parceiros de implementação) trabalhou em complementaridade com outros projetos PBF na construção da paz? De 1 à 10

35. Qual foi a resposta do projeto em aproveitar oportunidades políticas importantes para aumentar o impacto da construção da paz?

36. Em geral, que mudanças você viu em sua comunidade como resultado das atividades do UNICEF / PNUD PBF?

37. Qual foi a capacidade de resposta do projeto ao enfrentar novos desafios ou novas barreiras à implementação?
    PROBES
    - Exemplos positivos
    - Oportunidades
    - Replicabilidade
    - Outros

38. Em geral, o que você faria melhor? Mais alguma coisa que você gostaria de dizer?

Obrigado/a pelo vosso tempo!

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

Guia de Entrevistas para INDE, Plan International e professores PEA (Programa de Alfabetização Acelerada / Programa Educação Accelerada)

Identificação

Data_____Localidade_____

Nome_____Sexo_____Idade_____

Profissão_____Instituição_____

Seção 1. Introdução

1. Como parte do projeto PBF, o UNICEF trabalhou com o INDE para criar um currículo para a PEA. Você participou desse trabalho? Quão?

2. Qual é % de analfabetos na sua região? E no país? Como isso coloca em perigo / compromete os esforços de paz? Por que você achou que a PEA seria boa para a construção da paz? Em que base?

3. Você precisou de muito tempo para desenvolver ou reorganizar o novo currículo da PEA. Por quê? Não havia um antes? Por que você sentiu que precisaria reestruturar essa PEA? Você não poderia usar outro currículo desenvolvido na sub-região ou em outro país?

4. Onde você o pilotou? Quando? Por quanto tempo? Onde acha que podemos encontrar respostas para nossas perguntas? (professores e alunos)

Seção 2. Relevância

5. Considerando como foi desenvolvido o PEA da Guiné-Bissau, qual foi o desenho do programa para atender aos objetivos propostos? Houve análise suficiente do problema de crianças fora da escola ou com escolaridade interrompida para justificar a escolha da PEA?

6. Até que ponto as lições aprendidas de outros programas semelhantes em relação a fatores que facilitam ou impedem o sucesso foram incorporadas ao projeto da PEA? De 1 à 10

7. Qual é a relevância do programa para a Guiné-Bissau, o grupo-alvo, métodos utilizados no programa? De 1 à 10

Seção 3. Eficácia

8. Até que ponto a PEA contribuiu para aumentar o acesso à educação de crianças e jovens cuja escolaridade foi interrompida ou daqueles que de outra forma não teriam estudado? De 1 à 10

9. Até que ponto a PEA contribuiu para aumentar as taxas de matrícula / conclusão na escola primária? De 1 à 10

10. Até que ponto os objetivos de aprendizagem do programa foram alcançados nas diferentes áreas? De 1 à 10

11. Até que ponto a PEA tem sido eficaz na redução do número de crianças fora da escola? Até que ponto o programa serviu os grupos marginalizados de crianças? De 1 à 10

12. Até que ponto a PEA contribuiu para aumentar as taxas de matrícula em outros níveis, como resultado da aceleração da conclusão do ensino fundamental? De 1 à 10

13. Até que ponto os materiais (livros e manuais), pedagogia e procedimentos de avaliação foram eficazes para atender aos objetivos do programa? De 1 à10

14. Até que ponto os sites do programa são adequados e eficazes para fornecer os resultados esperados? De 1 à 10

Seção 4. Eficiência

15. Até que ponto a PEA conseguiu fornecer o equivalente à seis anos de escolaridade em três anos com baixos custos? De 1 à 10

16. Qual foi o custo de fornecer PEA em comparação com o ensino formal (custo por produto)? Qual a proporção dos recursos educacionais utilizados para fornecer a PEA? De 1 à 10

17. Até que ponto o número de alunos alcançados justifica as despesas do programa? De 1 à 10

18. Até que ponto a PEA é um investimento válido de recursos educacionais? De 1 à 10

19. Qual, se houver, tem sido o valor agregado ao fornecimento de PEA nas comunidades, entre outros alunos?

Seção 5. Impacto

20. Quais foram os impactos positivos e negativos da PEA sobre os participantes, as famílias e as comunidades das regiões piloto?

21. Existe alguma diferença no impacto? Qual foi o impacto do programa no desenvolvimento da educação em geral na Guiné-Bissau? (Ou o que você acha que vai ser)

22. A PEA fez alguma diferença significativa na vida daqueles que participaram, que podem ser atribuídos de alguma forma ao programa?

23. Que impacto no sistema educacional pode ser razoavelmente atribuído à PEA?

Seção 6. Sustentabilidade

24. Qual é a adaptabilidade do PEA a outros programas, como o programa PBF planejado?

25. A PEA pode ser implementada como parte do Programa de Emprego dos Jovens?

26. Até que ponto a PEA poderia tornar-se um programa de desenvolvimento de habilidades?

27. Qual é o grau appropriação do programa pelo MOE / INDE, pelas regiões, pelos setores, pelas escolas e pelas comunidades que o implementam? Pelos os doadores do programa?

28. Até que ponto a administração local e os diretores se envolveram na gestão das escolas de implementação da PEA? De 1 à 10

29. Agora o projeto PBF está terminando? Como você pensa em apoiar a PEA? Quais doadores? Quais fundos? Em quais regiões?

Seção 7. Questões transversais

30. Qual foi o efeito do programa na participação de meninas e meninos na educação?

31. Em que medida o programa contribuiu para atender ao direito à educação / à paridade de gênero? E aos direitos humanos, paz, liderança e democracia?

32. Até que ponto a organização e gestão da PEA contribuíram para as boas práticas de governança / coordenação de programas de educação? De 1 à 10

33. Em que medida a PEA contribuiu para a saúde sexual e reprodutiva, prevenção da HIV e AIDS ou COVID 19, entre os participantes?

34. Até que ponto a parceria entre o MOE, UNICEF e outros fornecedores de PEA foi funcionalmente eficaz? De 1 à 10

Seção 8. Lições aprendidas

35. Quais são as lições aprendidas? Você acha que fez a coisa certa? Você fez bem certo? Como você poderia ter feito melhor?

36. Quais são seus planos futuros de expansão? Você priorizaria quais regiões do país?

Obrigado/a pelo vosso tempo!

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)
ANNEX 12. INTERVIEW GUIDE: ANIMATORS

<div align="center">

Teste Escrito
- aferição de conhecimentos -
Jovens Líderes
I

</div>

Data:
Região/Sector/ Tabanca/Bairro:
Equipa:
Líder da equipa:

Informaçoes gerais

1. Como (com quais criterios) você foste escolhido para ser jovens lider?
   PROBES
   - Foi apresentado por alguem
   - Por anuncio no journal
   - Por anuncio na radio
   - Por lideres tradicionais
   - Por lideres religiosos
   - Fiz um test
   - Nao fiz nehum test
   - Outros. Explique_____

2. Qual'è o vosso papel como jovens lider?
   PROBES
   - Educação de outros jovens
   - Participação na vida publica da minha comunidade
   - Fazer programas na radio
   - Outros. Explique_____

3. Você participou à um Forum Regional organizado pelo UNICEF/UNDP? Sim/Não

4. Você participou ao Forum National em Bissau organizado pelo UNICEF/UNDP? Sim/Não

5. Com qual criterios você foste escolhidos para partecipar neste Forum?
   PROBES
   - Estava na lista dos jovens formados pelo projeto PBF da UNICEF/UNDP
   - Fui apresentado por autoridade local da Administração Publica
   - Fui apresentado por autoridade local tradicional
   - Fui apresentado por autoridade local religiosa
   - Outro. Explique_____

6. Se for o caso, em que estava trainado?
   PROBES
   - Liderança
   - Direitos humanos
   - Migração
   - Meio ambiente (gestão de recursos naturais)
   - Educação / alfabetização
   - Gênero
   - Democracia
   - Outro. Expecifique_____

7. Conhece si estava outros jovens lideres que queria participar mas não conseguiu?
   PROBES
   - Não
   - Sim (Se sim porque?)_____

8. Quais foram as coisas novas que você aprendeu nos trainamentos?
   PROBES
   Liderar
   - Reciclagem do lixo
   - Equalidade de genero
   - Não precisa de migrar para se realizar
   - As migrações irregular são perigosas
   - O que è democracia
   - Direitos da cidadania
   - Não precisa a violencia para meus direitos
   - Educação significa emponderaçao
   - Aprender um ofício/profissão/artesanato
   Outro. Explique_____

9. Qual foram as leções aprendidas para você no Forum Regional/Nacional?
   Explique_____

10. Como esta participação mudou à manera de você trabalhar na comunidade?
    PROBES
    - Ameliorou liderança como serviço e não exerciço de poder
    - Ameliorou metodo de comunicação
    - Aumentou capacidade de prevenir doenças
    - Tratar as mulheres de mesma maneira
    - Incluir as mulheres nas eleições
    - Ameliorou participação na vida publica
    - Diminui a violencia
    - Diminui à capacidade de instrumentalizar os jovens
    Outro. Explique_____

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

Leia o texto atentamente:

Vive isolado do mundo e das pessoas, fazendo o que quer, quando bem entender? Provavelmente não, certo? Mesmo sem perceber, já sabe o que é cidadania: todo mundo que vive em sociedade tem deveres para cumprir e direitos para serem respeitados. Cidadania é justamente essa relação de respeito com o meio em que vivemos e as pessoas que fazem parte dele. Os deveres existem para organizar a vida em comunidade. Em casa, na escola, na rua, no Centro Comercial – em qualquer lugar encontra regras, o que pode ser feito e o que não pode. Às vezes perde a paciência com tudo isso... Mas, se não fosse assim, a convivência ficaria impossível.

Os direitos existem para que cada um de nós tenha uma vida digna e decente, ainda que nem sempre eles sejam respeitados. Como cidadão, todo ser humano já nasce com uma série de direitos: direito à vida, ao trabalho, à liberdade. Também as crianças têm direitos só para elas, assim como os consumidores, e até mesmo os animais. Ser cidadão também é bater o pé para que os direitos não sejam só leis no papel.

1. Diga se as afirmações que se seguem são verdadeiras (V) ou falsas (F)

a.	Cidadania refere-se apenas às regras que devemos cumprir.	
b.	Cidadania é sobre o respeito que devemos ter com tudo o que nos rodeia.	
c.	As regras são mais importantes que os direitos das pessoas	
d.	Participação ativa na sociedade é cidadania	
e.	Um cidadão ativo ajuda a sua comunidade	

2. Diga por palavras suas, o que é cidadania e de que forma a ação cidadã pode contribuir para um mundo melhor?

II
Questões de escolha múltipla
1. Marque com **X** as respostas que considere corretas para cada afirmação.

A Democracia é:		
a.	Um princípio apenas associado ao direito da maioria e não aos direitos individuais e aos direitos da minoria.	
b.	Um regime político em que a soberania é exercida pelo povo.	
c.	Proibir manifestações e liberdades de expressão.	
d.	É a proteção dos direitos humanos fundamentais como as liberdades de expressão, de religião, a proteção legal, e as oportunidades de participação na vida política, económica, e cultural da sociedade.	

A liberdade é:		
a.	Poder-se fazer tudo o que queremos sem limites e sem leis *pabia ami i matchu ô pabia nfiansa.*	
b.	Poder-se ser cidadão e participar de forma livre em todas as atividades da sua comunidade.	
c.	O direito de agir de acordo com a sua própria vontade sem prejudicar as outras pessoas e infringir leis.	
d.	A independência do ser humano, o poder de ter autonomia e espontaneidade.	

A Liderança é:		
a.	Exercer um cargo de chefia	
b.	Comandar os outros sem os escutar e impondo ideias próprias	
c.	É estimular a participação do grupo, orientar as tarefas e tomar decisões após a discussão entre todos	
d.	Motivar e juntos alcançar vitória como a alcançada na Luta de Libertação Nacional contra o jugo colonial.	

2. Leia atentamente as citações:

"Para ser um líder, você tem que fazer as pessoas quererem te seguir, e ninguém quer seguir alguém que não sabe onde está indo." **Joe Namath**

"Um boletim de voto tem mais força que um tiro de espingarda." **Abraham Lincoln**

"Democracia sem educação é anarquia." **Ivone Boechat**

"Sonha e serás livre de espírito... luta e serás livre na vida." **Che Guevara**

"Um líder é um vendedor de esperança." **Napoleão Bonaparte**

"Querer ser livre é também querer livre os outros." **Simone de Beauvoir**

2.1 Após a leitura das frases, explique por palavras suas os significados de **Democracia**,

Liberdade e **liderança.**

a. Democracia

b. Liberdade

c. Liderança

Muito obrigado pelo seu tempo e sua participação!

GUIA DOS GRUPOS FOCAIS ADO, JOVENS E MULHERES
(Min 5 Max 10 pessoas)

Avaliação do Projeto Fundo de Construção da Paz (PBF)"Mobilizar a juventude rural para servir como líderes de construção da paz" em Guiné-Bissau

Script Introdutório (segue o processo de consentimento informado):

Por favor, leia literalmente: ["Olá. Meu nome é _____. Obrigado por concordar hoje, em participar de uma discussão em grupo focal. Quero que todos saibam que as informações que você compartilhará hoje são confidenciais. Ou seja, não compartilharemos nada dito durante a discussão hoje com ninguém fora desta sala.

Estamos interessados em ouvir seus pensamentos, sentimentos e experiências em relação às atividades de construção da paz do projeto PBF (UNICEF e PNUD). Queremos saber o que você acha que pode ajudar adolescentes, jovens e mulheres a contribuir para o bem-estar e a paz de sua comunidade. Queremos saber também sobre o relacionamento com líderes e professores locais no acesso a treinamentos de habilidades para a vida e atividades de alfabetização acelerada. Você não precisa responder a perguntas se não quiser.

Quero lembrá-lo de que as informações compartilhadas durante a discussão de hoje são confidenciais. O que você diz não será conectado de volta a você. Embora as informações reunidas durante essa discussão sejam combinadas com as de outras discussões e compartilhadas com o Ministério da Educação e outras organizações para tornar mais conhecidas as atividades de construção da paz, ninguém saberá quem disse o quê, quando as coisas foram ditas ou onde foram ditas . Não há respostas certas ou erradas. Estamos interessados em suas preferências e experiências, e o que você pensa e sente. Por favor, não hesite em perguntar-me se algo não estiver claro. Você tem alguma dúvida antes de começarmos? "]

Parte 1 - Informações básicas:

Nome   Sexo   Idade

Região   Setor   Comunidade

a) "Quantos anos você tem?"
b) "De onde você é?"
c) "Menino ou menina?"
d) "Há quanto tempo você está nesta comunidade?"
e) "Você lê? Tu escreves?"
f) "Qual é a fonte de sua renda?"
[OBJETIVO DAS PERGUNTAS: Alguns quebra-gelos para estabelecer relacionamento; uma introdução não ameaçadora]

NOTA para os RAs: *as respostas a essas perguntas podem variar dependendo do indivíduo; se um entrevistado*

quiser fornecer alguns detalhes sobre seu histórico, permita que ele faça isso; no entanto, se eles oferecem apenas informações limitadas, isso também é bom e nenhuma investigação é necessária]

Parte 2 - Atividades de adolescentes ou jovens ou mulheres

Por favor, leia literalmente: ["Agora vamos falar sobre as atividades do Unicef / PNUD PBF em sua comunidade ..."]

a) Quais atividades foram realizadas na sua comunidade?
[SONDAS]
- Liderança
- Direitos humanos
- Migração
- Meio ambiente (gestão de recursos naturais)
- Educação / alfabetização
- Gênero
- Como o Estado de Direito funciona

> *Outro especificar*
> o Coesão Social
> o Emprego de jovens
> o Empoderamento das mulheres
> o Capacidade de resposta das instituições do Estado
> o Eleições
> o Ligação entre as habilidades tradicionais de liderança e as habilidades de liderança juvenil

b) "Pense dois anos antes do início deste projeto. Se alguém lhe pedisse para descrever as condições de paz na região ou comunidade na época, o que você teria dito? Quais foram alguns desafios para a paz? "
[OBJETIVO DA PERGUNTA: À medida que as pessoas começam a descrever, faça anotações nas categorias relevantes para criar uma imagem de como era a comunidade. Não importa qual tema ou ordem eles os descrevam. Enquanto conversam, o facilitador deve tentar convencer as pessoas a descrever os incidentes ou histórias mais específicos que puderem. Use a lista de dimensões para pedir que conversem sobre coisas diferentes que viram. Essas informações nos ajudarão a entender até que ponto a prática real reflete (ou se afasta) das práticas ideais (práticas formais, recomendadas ou diretrizes nacionais)]

c) "Você pode nos dizer se recebeu algum treinamento?"
[OBJETIVO DAS PERGUNTAS: Para entender como adolescentes, jovens e mulheres tiveram acesso ao treinamento e documentar sua experiência com barreiras e facilitadores para acessá-los regularmente e o papel do projeto PBF para aumentar a paz]
> *[SONDAS]*
> o Treinamento para repórteres
> o Treinamento para animadores
> o Educação cívica
> o Preparação de spots para programas de rádio e informações de radiodifusão
> o Cursos profissionais de curta duração em reciclagem criativa

o Cursos de Cabeleireiro, etc.
o Treinamento de treinadores em 7 temáticas - em nível regional;
o Formação de formadores - a nível setorial;
o Atividades com a Rádio jovem - A nível regional;
o 7 iniciativas de comunidades inovadoras em nível setorial;

d) "Por favor, descreva as mudanças na comunidade após esses treinamentos?"
[OBJETIVO DA PERGUNTA: Documentar como as atitudes são mudadas e entender as percepções de jovens, adolescentes e mulheres sobre como o processo foi fácil / difícil]

[SONDAS]
o Melhor participação na vida social e política
o Participação não violenta
o Empoderamento da juventude
o Artesanato, empregos
o Participação das mulheres
o Leitura
o Escritura
o Reciclagem de lixo
o Ambiente limpo
o Menos aptidão para migração
o Senso de justiça
o Respeito pelas diferentes opiniões
o Líderes tradicionais que apoiaram particularmente
o Líderes religiosos que apoiaram
o Outros: _____

e) "No geral, você acha que foi capaz de acessar serviços de água potável e saneamento, educação e saúde em tempo hábil? Por favor explique."
[OBJETIVO DA PERGUNTA: Para entender se os jovens percebem seu acesso aos serviços de WASH, Educação e Saúde como oportuno - e por que acreditam nisso]

f) "Você poderia definir as seguintes palavras?
o Democracia
o Política
o Participação
o Poder
o Sociedade civil
o Equilíbrio de gênero
o Líder
o Liderança
o Cidadania
o Participação
o Cidadania Ativa
o Direito
o Identidade
o Direitos humanos
o Direitos civis
o Liberdade

g) "Você acha que conseguiu uma melhor possibilidade de decisão democrática? Se sim, por quê? Se não, por quê? Por favor explique."
[OBJETIVO DA PERGUNTA: Compreender a percepção da possibilidade de participação política de adolescentes, jovens e mulheresl - e por que eles acreditam nisso]

h) "Numa sociedade em que a transmissão oral está na tradição, o que você acha das regras escritas? Por que você acha importante? Se não, por quê?
[OBJETIVO DA PERGUNTA: Para entender como as regras são percebidas, tanto no caso oral quanto no escrito, de adolescentes, jovens e mulheres, e que características são vistas como negativas? E por que eles preferem regras escritas, se for o caso?]
[SONDAS]
o Para alcançar todas as pessoas
o Para estudar na escola
o Por questões de justiça
o Para ter uma sociedade melhor
o Para manter a ordem
o Outros: _____
i) "Você tinha instrumentos para expressar suas idéias antes do início do projeto PBF? E agora? Se sim, como? Por quê ou quem?
[OBJETIVO DA PERGUNTA: Explorar se adolescentes, jovens e mulheres receberam algum serviço especial durante o programa PBF para se expressar em público e atingir grande quantidade de pessoas.]
[SONDAS]
o Se sim, quais?
o Você participou de algum desses serviços de expressão no nível da comunidade?
o Descreva sua experiência com esses serviços comunitários - positivos ou negativos
o Esses serviços ajudaram você a permanecer ativo em sua comunidade? E país? Quão?
o Outros: _____

Parte 3- Empoderamento da liderança (institucional e civil)

Por favor, leia literalmente: ["Gostaria agora de fazer algumas perguntas sobre suas experiências com tipologia de liderança em sua comunidade, setor, região, país"]

a) NOÇÕES DE LIDERANÇA *[OBJETIVO DA PERGUNTA: Compreender a percepção de liderança entre adolescentes, jovens, mulheres]*
[SONDAS]
o Dar regras
o Para gerenciar o poder
o Estar a serviço das pessoas
o Motivar e inspirar pessoas
o Punir aqueles que não se comportam bem
o Organizar atividades na comunidade
o Organizar eleições
o Outro. Especifique_____
o Nome de 3 líderes: (exemplo de 3 líderes da comunidade, do país e do mundo)

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_____

b) "Descreva o tipo de líder que você vê em sua comunidade e país."
*[**OBJETIVO DA PERGUNTA**: Para determinar se a percepção do significado do líder mudou com o tempo]*

c) "Descreva como você gostaria que um líder estivesse em sua comunidade e país e por quê"
*[**OBJETIVO DA PERGUNTA**: Estabelecer o líder ideal para adolescentes, jovens e mulheres]* **[SONDAS]**
o Inclusivo
o Abrir
o Dê um bom exemplo
o Respeite a lei
o Administrador / honesto
o Trabalhar para o bem-estar das pessoas
o Permitir oportunidades iguais para homens e mulheres

d) "Existe uma diferença entre sua idealização da liderança e o que você vê na sua comunidade? Se sim, por quê? Se não desde quando? Como preencher a lacuna entre ideal e realidade? "
*[**OBJETIVO DA PERGUNTA**: Para determinar se possível, preencher a lacuna entre líder ideal e líder real]*

f) "A percepção de que líder significa mudou desde o início do projeto PBF até agora"?
*[**OBJETIVO DA PERGUNTA**: Determinar se as atividades do PBF provocaram uma mudança na definição de líder]*

g) "Quando há um problema na comunidade, como você o resolve? Geralmente, existe alguém ou um grupo que ajuda a resolver problemas na comunidade? "
*[**OBJETIVO DA PERGUNTA**: Verificar os mecanismos pelos quais os problemas são resolvidos na comunidade]*

h) "Quando não conseguem resolver um problema, o que fazem? Onde eles se reúnem para se organizar para resolver problemas? Esses problemas são tratados ou discutidos nas bancadas? Se não, do que você fala nas bancadas? Afinal, para que servem as bancadas? "
*[**OBJETIVO DA PERGUNTA**: Determinar a capacidade de resolver problemas na comunidade e por quem]*

i) "O que significa para você ser um líder? Para você, existe uma figura ou alguém para servir de referência na comunidade ou no país? "
*[**OBJETIVO DA PERGUNTA**: Para a compreensão pessoal e a experiência de ser um líder]*

l) "Aqui na comunidade, como a liderança é exercida? Houve algum momento em que você se sentiu liderando um processo na comunidade? Se sim, quando foi?
*[**OBJETIVO DA PERGUNTA**: Entender o espírito de iniciativa e a possibilidade de liderar dentro de uma determinada comunidade]*

m) "Você acha que saber escrever e ler tem aumentado sua capacidade de liderança? Quão? Por quê? Onde você aprendeu a ler e escrever?
*[**OBJETIVO DA PERGUNTA**: Determinar como a alfabetização acelerada poderia ter influenciado a liderança]*

n) "Quais foram os desafios para a liderança da juventude antes do projeto PBF? E agora? E para as mulheres?

[OBJETIVO DA PERGUNTA: Determinar os desafios a serem tomados por jovens e mulheres antes e depois do projeto PBF]

o) "Existe alguma diferença entre adquirir liderança no nível tradicional e no estado moderno?"

[OBJETIVO DA PERGUNTA: Para entender por que é mais difícil penetrar na liderança tradicional do que moderna]

Parte 4 - Percepções sobre liberdade na comunidade (social e institucional)

a) "Para você, o que é liberdade? Existe um cidadão aqui que se sente livre? Se sim, você pode nos explicar como esse sentimento se manifesta?

[OBJETIVO DA PERGUNTA: Estabelecer a percepção pessoal da liberdade e como ela se manifesta na comunidade]

b) "De acordo com o que você definiu aqui como liberdade, você acha que nesta comunidade existe liberdade? Se sim, como isso se manifesta? Se não, na sua opinião, por que não existe? Alguma coisa mudou depois que as atividades do PBF foram executadas aqui? "

[OBJETIVO DA PERGUNTA: Para entender se, como e por que a percepção de liberdade mudou após a implementação do PBF]

c) "Na comunidade, você acha que homens e mulheres exercem sua liberdade de mesma forma? Alguma coisa mudou após as atividades do PBF? Dê exemplos "(supondo que exista a possibilidade de liberdade)

[SONDAS]

o As mulheres assumem um papel na comunidade
o Mulheres participam da criação de mensagens de rádio
o Criação de grupos de mulheres
o Abertura de novas atividades lideradas por mulheres
o Homem e mulher podem falar no mesmo simpósio
o Homens acompanham a mulher à clínica
o Homens ajudam mulheres na preparação de alimentos
o Outros: Especifique _____

NOTA: Pergunta específica para mulheres. Se não for uma mulher, salta para Parte 5.

d) "Como mulheres aqui na comunidade, você sente que tem liberdade sobre seu próprio corpo? E sobre seu próprio pensamento? E sobre sua ação?

[OBJETIVO DA PERGUNTA: Estabelecer exemplos específicos de participação das mulheres nas decisões da comunidade e da família]

[SONDAS]

o Posso ir para onde eu quiser
o Não sofro violência (batendo, sexual, etc.)
o Eu posso participar de debates públicos
o Eu posso ir para a escola
o Eu posso participar da política
o Posso participar de grupos de microcrédito
o Eu posso fazer meu próprio comércio

o Não preciso do consentimento do marido para ir à clínica
o Posso visitar minha família periodicamente
o Eu posso comer de tudo (onde há restrições para as mulheres comerem certos alimentos)
o Outro: Especifique _____

Parte 5 - Percepção sobre democracia e cidadania na comunidade

a) "O que você entende por democracia?" "Qual é o caminho para legitimar uma Autoridade? Quão? Por quem?"
[OBJETIVO DA PERGUNTA: Determinar se existe alguma percepção sobre legitimidade democrática do poder]

[SONDAS]
o Democracia direta (as pessoas deliberam diretamente e decidem sobre a legislatura)
o Democracia representativa (as pessoas elegem representantes para deliberar e decidir sobre legislatura, como na democracia parlamentar ou presidencial)
o Democracia líquida (combina elementos desses dois tipos básicos)
o Oposto à ditadura ou tirania
o Outro. Especifique:_____

b) "Você sente que aqui na comunidade você vive em uma democracia? De 1 à 10 Em caso afirmativo, você pode dar exemplos de situações de democracia experimentadas na comunidade? Se não, você pode explicar?
[OBJETIVO DA PERGUNTA: Proporcionar aos participantes a oportunidade de compartilhar qualquer outra informação que possa ser relevante para como eles acessam os serviços de ACS e a Notificação de Cartão Mãe / Nascimento]

c) (Admitindo que a comunidade está passando por momentos de democracia) "Para você, a democracia é importante para sua comunidade? E para o país?
[OBJETIVO DA PERGUNTA: Determinar se existe alguma percepção sobre legitimidade democrática do poder]

d) (Assumindo a definição de democracia avançada pelo grupo) "Você acha que é possível ser democrático aqui na comunidade? De 1 à 10 E no país? De 1 à 10 Porque você acha isso?"
[OBJETIVO DA PERGUNTA: Determinar a situação atual da democracia na comunidade]

e) "Você acha que a democracia tem algo a ver com a questão dos direitos humanos? De 1 à 10 Se sim, o que? Se não, justifique.
[OBJETIVO DA PERGUNTA: Determinar se existe alguma percepção sobre os vínculos entre democracia e direitos humanos]

f) Você notou alguma mudança sobre democracia consigo mesmo após as atividades do PBF? E na comunidade?
[OBJETIVO DA PERGUNTA: Determinar se há alguma mudança na percepção da democracia após o PBF]

g) Quando você ouve sobre cidadania, o que pensou?
[OBJETIVO DA PERGUNTA: Determinar se existe alguma percepção sobre os vínculos entre democracia e direitos humanos]
[SONDAS]
o Estatuto de cidadão

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o Participação em uma comunidade

o Cidadania ativa que cria um ambiente de transparência e previsibilidade

o O estado de estar investido dos direitos, privilégios e deveres de um cidadão

o Comportamento em termos dos deveres, obrigações e funções de um cidadão

o Um civil, diferenciado de um soldado, policial, etc.

o Outro. Especifique:_____

h) Você acha que a cidadania tem algo a ver com democracia? De 1 à 10 Se sim, você pode explicar esse relacionamento?

[OBJETIVO DA PERGUNTA: Determinar se há alguma percepção sobre os vínculos entre cidadania e democracia]

i) "Nesta comunidade, como você acha que a cidadania é exercida?"

[OBJETIVO DA PERGUNTA: Determinar a percepção de cidadania na comunidade]

l) "Você faz alguma coisa pela sua comunidade? Se sim, o que? Como você faz, onde e quando?

[OBJETIVO DA PERGUNTA: Determinar se ser cidadão é visto como uma razão para fazer algo pela comunidade]

m) "Você notou alguma mudança sobre a cidadania ativa após as atividades do PBF? E na comunidade? "

[OBJETIVO DA PERGUNTA: Determinar se há alguma mudança na cidadania ativa após o projeto PBF]

Parte 6 - Recomendações de adolescentes, jovens e mulheres como reajuste do programa / projeto e orientações futuras

a) "Pensando no futuro, quais são as três atividades mais importantes do PBF que devem continuar sendo apoiadas na construção da paz?"

[OBJETIVO DA PERGUNTA: Determinar quais atividades do PBF foram percebidas como as mais importantes e úteis para adolescentes, jovens e mulheres]

b) "Qual treinamento que você recebeu, acha que precisaria ser ampliado para a construção da paz?"

[OBJETIVO DA PERGUNTA: Determinar quais atividades do PBF foram percebidas como as mais importantes e úteis para adolescentes, jovens e mulheres]

[SONDAS]

o Liderança

o Direitos humanos

o Migração

o Meio ambiente (gestão de recursos naturais)

o Educação / alfabetização

o Gênero

o Como o Estado de Direito funciona

o Outro. Especifique:_____

c) "Que material você recebeu durante as atividades do PBF?"

[OBJETIVO DA PERGUNTA: Para determinar qual material foi entregue a adolescentes, jovens e mulheres e se ainda está em boas condições, ex. Câmera)

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[SONDAS]
o Câmera
o Livros
o Canetas
o Flipcharts
o Sacos de reciclagem
o Instrumentos artesanais (máquina de costura, secador de cabelo, etc.)
o Leitura de livros
o Outro. Especifique:_____
o Você poderia mostrar a câmera compra pelo projeto PBF? (Observar si esta e as condiçoes)_____

d) "Você acha que outros adolescentes, jovens e mulheres gostariam de receber o mesmo tipo de oportunidades de treinamento e educação que você, durante o projeto PBF? Por favor, explique quais e por que "
[OBJETIVO DA PERGUNTA: Para entender como e por que os serviços mencionados podem ser úteis sob a pesquisa de emprego dos jovens e das mulheres]

e) "Pensando no futuro, quais são os três conselhos mais importantes para o trabalho de construção da paz?"
[OBJETIVO DA PERGUNTA: Para entender quanto os conselhos de construção da paz foram valorizados por adolescentes, jovens e mulheres]

f) "Há mais alguma coisa que você gostaria de compartilhar antes de terminarmos?"
[OBJETIVO DA PERGUNTA: Proporcionar aos participantes a oportunidade de compartilhar qualquer outra informação que possa ser relevante para a construção da paz, agora ou no futuro]

g) "Gostaria de dar alguma sugestão para melhorar as atividades de construção da paz?"
[OBJETIVO DA PERGUNTA: Para entender se e como os serviços mencionados podem ser aprimorados de acordo com a experiência das mães e se elas realmente conhecem o processo]

ANNEX 14. WRITTEN TEST: YOUNG LEADERS

Guia de Entrevistas para animadores de adolescentes e jovens do percurso cidadania, (liderança, direitos humanos, migraçao, meio ambiente, alfabetizaçao, genero, estado de direito/democracia) para a construção da paz
Identificação

Data_____Localidade_____

Nome_____Sexo_____Idade_____

Profissão_____Instituição_____

Seção 1. Introdução

1. Como você participou desse trabalho? Você foram escolhidos por quem? Quando?

2. Qua foram os criterios para você ser seleccionado para este trabalho?

3. Aonde você trabalhou? Por quanto tempo?

4. Como fizeste para engagear adolescentes e jovens?

5. Você recebeu algum dinheiro para fazer isso? Se sim, quanto e porque?

Seção 2. Relevância

6. Qual é o trainamento que você recebeu para os esforços de paz?

7. Você acha que o conteudo do trainemento estava apropriado? Se sim porque? Se nao o que você gostaria adicionar?
   [SONDAS]
   - Liderança
   - Direitos humanos
   - Migração
   - Meio ambiente (gestão de recursos naturais)
   - Educação / alfabetização
   - Gênero
   - Como o Estado de Direito funciona

8. Por quanto tempo durou este trainamento? Você acha que o tempo era suficiente? Quanto tempo deveria durar?

9. Onde você o pilotou o que que aprendeu no manual do percurso citadão? Quando? Por quanto tempo? Onde acha que podemos encontrar respostas para nossas perguntas? (adolescentes e jovens homens e mulheres)

10. Considerando como foi desenvolvido o guiao do trainamento percurso citadão em Guiné-Bissau, qual foi o desenho do programa para atender aos objetivos propostos? Houve análise suficiente do problema de adolescents jovens e mulheres para justificar a escolha do percurso citadão?

11. Até que ponto as lições aprendidas de outros programas semelhantes em relação a fatores que facilitam ou impedem o a paz foram incorporadas ao projeto do PBF? De 1 à 10
    Explique_____

12. Qual é a relevância do programa para a Guiné-Bissau, o grupo-alvo, métodos utilizados no programa? De 1 à 10
    Explique_____

Seção 3. Eficácia
13. Até que ponto o percurso citadão contribuiu para aumentar o acesso à liderança de adolescentes, jovens e mulheres? De 1 à 10

Explique_____

14. Até que ponto o percurso citadão contribuiu para aumentar as taxas de participaçã na vida das comunidades e nas tomadas de decisões? De 1 à 10
   Explique_____

15. Até que ponto os objetivos de aprendizagem do programa foram alcançados nas diferentes áreas? De 1 à 10
   Explique_____

16. Até que ponto o percurso citadão tem sido eficaz na construção da paz? Até que ponto o programa serviu os grupos como as mulheres, as associações? De 1 à 10

17. Explique_____

18. Até que ponto os sitios do programa foram adequados e eficazes para fornecer os resultados esperados? De 1 à 10
   Explique_____

Seção 4. Eficiência

19. Até que ponto o número de adolescentes, jovens e mulheres alcançados justifica as despesas do programa? De 1 à 10
   Explique_____

20. Até que ponto o percurso citadão é um investimento válido de recursos educacionais? De 1 à 10
   Explique_____

21. Qual, se houver, tem sido o valor agregado ao fornecimento o percurso citadão contribuiu nas comunidades, entre outros jovens?

22. Explique_____

Seção 5. Impacto

23. Quais foram os impactos positivos e negativos o percurso citadão contribuiu sobre os participantes, as famílias e as comunidades das regiões de Cacheu e Gabù?

24. Existe alguma diferença no impacto entre as duas Regiões?

25. Qual foi o impacto do programa no desenvolvimento da paz em geral na Guiné-Bissau?

26. O percurso citadão fez alguma diferença significativa na vida daqueles que participaram, que podem ser atribuídos de alguma forma ao programa? Porque?

Seção 6. Sustentabilidade

27. Qual é a adaptabilidade do percurso citadão a outros programas de construção da paz?

28. Até que ponto o percurso citadão poderia tornar-se um aspeto programa de desenvolvimento de habilidades de vida? De 1 à 10
    Explique_____

29. Qual foi o grau de appropriação do programa pelo Governo, pelas regiões, pelos setores, pelas escolas e pelas comunidades que o implementaram?

30. Agora o projeto PBF está terminando? Como você pensa no futuro em apoiar o percurso citadão? Com quais doadores? Quais fundos? Em quais regiões?

Seção 7. Questões transversais

31. Qual foi o efeito do percurso citadão na participação de jovens e mulheres na participação da vida desta comunidade?

32. Em que medida o percurso citadão contribuiu para atender ao direitos humanos paz, liderança e democracia / à paridade de gênero?

33. Até que ponto a organização e gestão do percurso citadão contribuíram para as boas práticas de governança / coordenação para resover problemas na comunidade? De 1 à 10

34. Em que medida o percurso citadão contribuiu para a saúde sexual e reprodutiva, prevenção da HIV e AIDS ou COVID 19, entre os participantes?

35. Até que ponto a parceria entre você, a ONG implementadora e aUNICEF foram funcionalmente eficaz? De 1 à 10
    Explique_____

Seção 8. Lições aprendidas

36. Quais são as lições aprendidas? Você acha que fez a coisa certa? Você fez bem certo? Como você poderia ter feito melhor?

37. Quais são seus planos futuros de expansão? Você priorizaria quais das regiões do país?

38. Gostaria repetir esta experiencia? Porque?

Obrigado/a pelo vosso tempo!

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)

ANNEX 15. SAMPLING OF COMMUNITIES

Number	Communities	Sector	UNICEF	UNDP	UNICEF/UNDP
1	Saré Deló	Gabú		X	
2	Sintchã Seco/Alai	Gabú		X	
3	Tassilima/Paiama	Gabú	X	X	X
4	Cóbóto	Gabú		X	
5	Ponhe Maundé	Gabú	X	X	X
6	Sintcha Sabo	Gabú	X		
7	Tonha-Taba	Sonaco	X	X	X
8	Sintcha Ulo	Sonaco	X		
9	Cutame	Sonaco	X		
10	Lenquetó	Sonaco		X	
11	Saucunda/Fulamori	Sonaco		X	
12	Canquelefã	Pitche		X	
13	Saradjidé	Pitche		X	
14	Mandina Mandinga	Pitche	X	X	X
15	Sintcha Benfica	Pitche	X		
16	Sampaiai	Pitche	X		
17	Darosalam	Pirada		X	
18	Amedalai	Pirada	X	X	X
19	Marue	Pirada	X		
20	Camalidja	Pirada	X		
21	Sutumaca	Boe	X	X	X
22	Pataqui	Boe	X	X	X
23	Pelundo	Canchungo	X	X	X
24	Djol	Canchungo		X	
25	Ponta Batista	Canchungo		X	
26	Pandim	Canchungo	X		
27	Caio	Canchungo	X		
28	Catchobar	Canchungo	X		
29	Mata	Cacheu		X	
30	Tchur	Cacheu		X	
31	Tchur-Brick	Cacheu	X		
32	Capo	Cacheu	X		
33	Ponta Valentim	Bula		X	
34	Augusto Barros	Bula		X	
35	Co	Bula	X		
36	Capafa	Bula	X		
37	Calequisse	Calequisse	X	X	X
38	Djeta/Caio	Caió		X	
39	Djegué	São Domingos		X	
40	Djunfunco	São Domingos		X	
41	Blol	São Domingos		X	
42	Varela Ial	São Domingos	X	X	X
43	Madina	São Domingos		X	
44	Arame/Djobel	São Domingos	X	X	X
45	Mbaiam	São Domingos	X		
46	Carabane	Bigene	X	X	X
47	Sintcha no djuda n'uturu	Bigene	X		
48	Tarreiro	Bigene	X		

ANNEX 16. DETAILS OF FGDS AND INTERVIEWS

Distribution FGD in Gabú Regions (Equipe: Amadú Sadjo Djaló e Saico Baldé)

Sector	Locality	Number of FGDs	Nr	Age	Sex	Tot F	Tot M
Gabú	Sintcham Sabo	**1** FGD adolescents mixt boys & girls	7	17-35	F	7	
			3	17-35	M		3
Sonaco	Sampaiaia	**1** FGD adolescent boys	5	12-16	M		5
		1 FGD adolescent girls	5	12-16	F	5	
		1 FGD women	10	17-35	F	10	
	Lenquetó	Dropped					
Pirada	Funtufuntula	**1** FGD adolescent boys	5	12-16	M		5
		1 FGD adolescent girls	6	12-16	F	6	
Pitche	Madina Mandinga	**1** FGD adolescent boys	5	12-16	M		5
		1 FGD adolescent girls	5	12-16	F	5	
		1 FGD mixt	5	12-16	F	5	
			5	12-16	M		5
	Total		61			38	23

Distribution FGDs in Cacheu Region (Equipe: Ivanildo Nancassa e Maira Camara)

Sector	Locality	Number of FGDs	Nr	Age	Sex	Tot F	Tot M
Canchungo	Catchobar	**1** FGD Mixt adolescents	2	12-16	M		2
			3	12-16	F	3	
	Caio	**1** FGD Adolescents boys	4	12-16	M		4
		1 FGD Adolescents girls	6	12-16	F	6	
	Ponta Batista	Dropped					
	Pelundo	**1** FGD Mixt adolescents	3	12-16	M		3
			7	12-16	F	7	
São Domingos	Elias	**1** FGD Women	4	25-42	F	4	
	Varela Yale	**1** FGD Adolescents boys	9	12-16	M		9
		1 FGD Adolescents girls	10	12-16	F	10	
	Arame	**1** FG Mixt Youth	3	17-35	M		3
			3	17-35	F	3	
	Madina	Dropped					
	Djegué	Dropped					
Cacheu	Tchur-Brick	**1** FGD Adolescents girls	10	12-15	F	10	
	Total		64			43	21

Evaluation of the Peacebuilding Fund (PBF) Project "Mobilizing rural youth to serve as peace building leaders" in Guinea Bissau (December 2017-June 2020)
List of key young leaders and local leaders by location

Name	Location	Name	Location	Name	Location	Name	Location
Ernesto Djata	Cacheu	Aisatu cem	Cacheu	Ulaimato Bari	Gabú	Mata Mendes	Cacheu
Vladimir Quade	SAB	Roquiato Quizeiro	Cacheu	Alfredo Handem	SAB	Francisca Gomes	Cacheu
Ulomba Djibugurie	Cacheu	Roquiato Ducure	Cacheu	Iancuba Njai	SAB	Cadinho Pereira	Cacheu
Muimu Sanha	Cacheu	Fatima mancofe	Cacheu	Nicolau Mendes	SAB	Titiano Mateus Gomes	Cacheu
Fernando Ad√ £ o Mendes	Cacheu	Jaquilina Djata	Cacheu	Mamadu Queita	SAB	Anelca Braima da Costa.	Cacheu
Ernesto Djata	Cacheu	Marifai Djata	Cacheu	Fernando Biag	SAB	Wanted E. Da silva	Cacheu
Djube sanha	Cacheu	Preta Djata	Cacheu	Suare Bald√ ©	SAB	Kwamen F. Capaz	Cacheu
Aladje Mamadu Mane	Cacheu	Binto Djata	Cacheu	Baite Badiana	SAB	Deco Capaz	Cacheu
Humberto Tavares	Cacheu	Paulina Cabi	Cacheu	Mussa Dane	Gabú	Guides mendes	Cacheu
N'tchila Gomes Calenque	Cacheu	N'satenca Fernandes.	Cacheu	Maram Sane	Gabú	Mariama Sani	Gabú
Paulo gomes	Cacheu	Cariulim Filipe da Costa	Cacheu	Meta Sane	Gabú	Mari Sani	Gabú
Sirem fico	Cacheu	Suaita Gues Mendes	Cacheu	Satu Sane	Gabú	Bintu Sani	Gabú
Augusto goveia AJU Tubebi	Cacheu	Sangai Julio Pires	Cacheu	Adama Sane.	Gabú	Cadi Sani	Gabú
Raul Loren√ßo Mendes	Cacheu	Nocadia Pelome Oquine	Cacheu	Ude Rai Embalo	Gabú	Seni Sani	Gabú
Domingos nanco	Cacheu	Alfreda Augusto Camuf	Cacheu	Sana Sidibe	Gabú	Suncar Sani	Gabú
Bernaldo Gomes	Cacheu	Naimuna Fati.	Cacheu	Djuma Balde	Gabú	Bacari Sani	Gabú
Lauren√ßo djata	Cacheu	Equitania Manga	Cacheu	Bacari biai	Gabú	Mussa Djante	Gabú
Adelina manga	Cacheu	Aua Sanha	Cacheu	Mintaga Balde	Gabú	Mandim Sani.	Gabú
Emerson sanha	Cacheu	Djube Sanha	Cacheu	Umo Aua Camara	Gabú	Bubacar Djau	Cacheu
Djube sanha	Cacheu	Aissaito Neto	Cacheu	Think Camera	Gabú	Samba Balde	Cacheu
Eziber Sanha	Cacheu	Ulimato Sanha	Cacheu	Louck uguis Mende	Cacheu	Mass lull	Cacheu
Paulo gomes	Cacheu	Alfucene Injai	Cacheu	FAI bye	Cacheu	Beloved Djau	Cacheu
Mohammed maiga	Gabú	P. Nhaga	Cacheu	Mamudo comt	Cacheu	Braima Bangura	Cacheu
Tcherno Seco Seide	Gabú	Cadi Fico	Cacheu	Lizete Gomes	Cacheu	Issa Bucket	Cacheu
Adulai Bob√≥ Sisse	Gabú	Eunice Monteiro	Cacheu	Nativity	Cacheu	Adulai Bucket	Cacheu
Djenabu Sano	Gabú	Amadu tell	Cacheu	Ademir Mario Gjonu	Cacheu	Saico Embalo	Cacheu
Zello embalo	Gabú	Benvinda P. Tecanhi	Cacheu	Braima Djabula	Gabú	Maunde Embalo	Gabú
Fatumata Djal√≥	Gabú	Dulcineia Sanha	Cacheu	Mama Tchan Embalo	Gabú	Edmerlin Gomes Mendona	Cacheu
Bubacar sane	Gabú	Tar Wata	Cacheu	Ussumane Embalo	Gabú	Esabel A. Lopes.	Cacheu
Adulai Embalo	Gabú	Adama Douga Costa	Cacheu	Aua Embalo	Gabú	Iaia Salr	Cacheu
Fatumata Buaro	Gabú	Rosa Mendes	Cacheu	Gner Francisco	Gabú	Aliu Nham	Cacheu
Ussumane Jamanca	Gabú	Carolina Gomes	Cacheu	Saico Umaro Embalo	Gabú	Iafai Tura	Cacheu
Salifo Seide	Gabú	Artiniza Mendes	Cacheu	Braima Sano	Gabú	Sumaila Djata	Cacheu
Artigo Mohammed Jao	Gabú	Jorgete Gomes	Cacheu	Binhansam Na Sanha	Gabú	Alfucene Djata	Cacheu
Cadidjato Embalo	Gabú	Zinha Gomes	Cacheu	Fatumata Sane	Gabú	Otcha Balde	Cacheu
Aua buaro	Gabú	Lita Mendes	Cacheu	Alassana Camara	Gabú	Toms Djata	Cacheu
Salifo	Gabú	Mia Mendes	Cacheu	Djibril Bodjam	Gabú	Incio Djata	Cacheu
Daniel Quade	Gabú	Catarina da Silv	Cacheu	Aua Balde	Gabú	Sio Djata.	Cacheu

ANNEX 17 SUMMARY OF BASELINE SURVEY FINDINGS

Results from RY-PBL (PBF) Baseline Survey

This was a case study in some communities of Cacheu and Gabú regions for the typification of youth leadership models in Guinea-Bissau. 201 assessments of school skills were conducted among adolescents of 12-16 years (56.7% indicate that citizenship refers only to the rules to must comply with), 17 djumbais (70.1% say it is about respect from society) and 17 semi-structured interviews (63.7% understand that citizenship is about active participation) were run among youth of 17-35 years. .

To the question "what is citizenship and how can citizen action contribute to a better world?" many non-responses were observed thus reflecting young people's difficulties to express their ideas and perceptions. In the written test it was found that 38.7% a very low level, 25.8% insufficient and only 8.1% good. Youth of 17-35 years old had better results while literacy levels were higher in the Cacheu region than Gabú.

Understanding of the concepts of Democracy, Freedom and Leadership, was poor with incomplete, incorrect and non-responses. It was concluded that youth literacy levels are globally low and that the Guinean Education System is markedly dysfunctional, with poor quality and equity in its implementation. Difficulties in understanding texts and deficiencies in written expression revealed a lack of appropriation of elementary knowledge, which should be ensured by basic education (1st to 9th grade).

Youth leaders who participated in the study described a leader as someone capable to exercise influence and guidance on people, to a certain direction. For others the leader is conceived as someone who promotes participation, motivate people and has strategic thinking. The recommendations that came out from the baseline survey, considering the objectives of the project that motivated this exercise were:

Short Term and medium-long term activities as per the Baseline Survey

Activities and therefore Recommendations were divided into short term and longer term one. Within the short-term target there were life skills and trainings on subjects related to peacebuilding, environment, gender & equity. Within the long-term targets there were capacity building of State Actors, literacy and schooling programme (AEP) and fund raising.

Short term recommendations

To *strengthen the capacities of adolescents and youth in communities* studied by

A. a technical team with solid knowledge of local ground and great skills in human capital development as well as mastering different learning and teaching techniques;

B. a set of appropriate and adaptable contents to the level of understanding and interpretation of the population that intends to strengthen capacities;

C. adopt, at the same time, several strategies:

-   involve local social groups (big men, women, régulos, djargas, tabanca committees) in project implementation;

-   regular presence of training teams in the localities throughout the formative period, allowing them to perceive social dynamics having reflections in the formative moments;

-   create an incentive to mobilize more adolescents and young girls to participate in the training process, using "progressive evolution" techniques in the acquisition and consolidation of knowledge, starting with 1st Cycle content and progressing.

Medium to long term recommendations

To *strengthen the capacities of the Ministry of National Education* by:

a) creating a Lobby & Advocacy group to mobilize the Gov. of Guinea Bissau and the international partners to prioritize and define education as a strategy that promotes "conscious leaders";

b) creating concrete and joint strategies (Guinea Bissau Gov. and its partners) to mobilize **exclusive funds** for basic schooling;

c) creating a robust and specific literacy and schooling program to promote female leadership.

ANNEX 18 JOB DESCRIPTION OF PROJECT COORDINATOR

Job Description RY-PBL (PBF) Coordinator
UNDP
- Ensure the elaboration of the TOR and revision of draft and the final report produced by external evaluator   - Ensure the elaboration of the small grant end-surveys report   - Ensure the implementation activity participatory evaluation   - Ensure the elaboration of the compilation of the 2 manuals (1 for trainer and 1 manual for trainees) with the cooperation of the INDE   - Ensure the successful "Knowledge Fair" event implementation in coordination with the UN Women   - Ensure the design the reference guide of small grants projects
UNICEF
- Submission of the inception report and work plan   - Completion of the baseline report   - Modules finalization for life skills, environmental peace building gender sensitive and other training program planned to developed peace building competencies of youth and adolescents in rural area   - An accelerated learning curriculum based on the national curriculum of primary education developed and validated   - All training activities with youth and adolescents completed successfully   - Completion of end line report and submission of database on the project intervention communities   - End of assignment report
Specific Tasks
Management & Coordination   - Update PBF Annual Work Plan and finalize the workplan for activities in consultation with the MoE, MYS, UNICEF and UNDP   - Submission of Monthly Performance Report   - Attend PBF Projects Monthly Coordination   - Set up small grants scheme Steering Committee   - Organize Steering Committee meetings   - Support development of the baseline tools and completion of the baseline report   - Support the writing of Good quality reports on the project implementation progress (narrative reports, financial reports, coordination meetings)   **Small Grants (UNDP)**   - Support the design and development of small grants schemes and tools   - Provide small grants in support of peacebuilding forum, media partnerships and community environment peacebuilding initiatives   - Support the Development of a textbook on how to design and implement small grants projects   **M&E**   - Undertake participatory evaluation of grantees and beneficiary communities

- Monitor Partnership with implementing partners
- Tracking of the activities in the field including the information about participation and results through field monitoring visits, jointly with CSOs working on this project for quality assurance and guidance
- Establish a database on the project intervention communities and update them regularly.
- Support the production of a comprehensive survey on the so-called youth organizations "Bancadas"
- Produce and share training evaluations reports
-
- Identify human interest stories for documentation, along the project implementation
- Support the development of the end line tools and completion of the end line report
- Facilitate the external evaluation process of the project
- Ensure Assessment of youth network organizations and affiliated members training needs assessment on environmental peace building

Technical

Curriculum Development

- Ensure technical support for the development and implement of all training package for young and adolescents
- Support the Development and test of an accelerated learning curriculum based on the national curriculum of primary education

IPs Support TOT

- Ensure the Training of Trainers
- Implement the training package on environmental peace building sensitive to gender in the project sites
- Ensure equipment and the safety of the spaces identified for the work with adolescent in targeted communities

Adolescents' activities

- Ensure good implementation of training sessions on peace building competencies package with youth and adolescents and the use of child friendly teaching methodologies
- Support adolescents to organize regular communities' meetings
- Support adolescents and communities' members to develop and implement a community action plan with specific peace building activities

Accelerated Literacy

- Ensure Layout and printing of the accelerated learning curriculum based on the national curriculum of primary education
- Training of trainers on the accelerated learning curriculum based on the national curriculum of primary education and the use of child friendly teaching methodologies*
- Ensure good implementation of functional literacy and civic education sessions with illiterate and out of school adolescents aged 12-16 years old, through the accelerated learning curriculum of primary education

Youth initiatives

- Support the Development of youth skills and competences on advocacy/lobby for Natural Resources management innovative initiatives and peacebuilding (seminars. workshops, camping and forum)
- Promote youth dialogue initiatives around the drivers of conflict in Guinea-Bissau

Radio Talks

- Support the organization of training sessions with adolescents on community radio program development
- Support adolescents to develop and implement radio programs on topics related to peacebuilding, education and child rights and SDG
- Support to partnerships between youth organizations with national media and journalists to develop comunication materials and peacebuilding awareness campaigns
- Procure and distribute adequate material for adolescent reporters trained

Other

- Support communities (SMCs) to develop and apply a SOP for the use of the equipment and materials

ANNEX 19 UNDP SMALL GRANTS TO CBOs IN GABÚ AND CACHEU REGIONS

Projects' titles	Projects' Summary
GABU	
IEMC/Gabú/UNDP/001/2019 "**Installation of Community Mediation Structure of Conflicts**" *Ass. Trajectorias para Desminagem da Violencia*	Creating an inclusive community structure of conflict resolution in Pitche (Gabú), listening the population particularly youth and women to better cope with conflicts related to natural resources management.
NDMPNCDNM/Gabú/UNDP/009/2019 **"No Djunta Mom Pa No Cuida Di No Matu"** *Youth Networks*	Contributing to the mobilization of youth and communities in Pirada Sector to improve community forests management and introduce improved stoves through youth trained on natural resources sustainable management.
CCCPPPRN / Gabú / UNDP / 021/2019 **"Citizens Committed to the Culture of Peace, Promotion and Protection of Natural Resources"** *Regional Fórum of Youth and People Of Gabú*	Equipping young people in Pirada Sector, with knowledge and skills for protection and management of natural resources, promotion of human rights and non-violent conflict resolution.
ASA / Gabú / UNDP / 014/2019 **"Environment, Health, Food"** *Youth Environment Defenders Ass. Boé (AJDAB)*	Strengthening capacities and social skills of members of Boé communities in collective management of natural community resources promoting peaceful resolution of conflicts in the National Park of Boé and the Tchetche Fauna Coridor. Encouraging the creation of nurseries for reforestation, raising awareness on use of plastic bags and cleaning.
CJMABCSCSUCB / Gabú / UNDP / 031/2019 **"Capacity building for Youth, Women and Grassroots Community Associations partners of Boé National Park in Conflict Resolution and**	Dimension of socio-environmental conflicts between conservatives and residents in Boé. Youth organization organizing a dialogue process to overcome the disagreements, media awareness and training with young people, women and community associations to promote peaceful resolution of conflicts, environmental preservation

Environment Conservation" *Fondinke Na Fayé*	and natural resource management.
PNG / Gabú / UNDP / 033/2019 **"Peace in Gabú"** *RENAJ*	Contributing to the peaceful resolution of conflicts of different natures in the Boe area, through meetings with communities; the dynamization of a conflict prevention committee and management site, capacity-building in Land Law and awareness about the preservation of biodiversity.
PCMARPA / Gabú / UNDP / 032/2019 **"Protection and Conservation of the Environment and Pollution Reduction"** *Association of Young Farmers of GB (AJAGB)*	Promoting awareness, information, and education among Gabú population on waste management in the suburbs of Gabú. Encouraging good management, collective use of forest resources and prevent deforestation for cashew plantations.
CACHEU	
GCRGLPPT/Cacheu/UNDP/011/2019 **"Conflict Management of Cattle Theft and Fight for Possession of Soil"** *Association Young Students, Children and Friends of Cacheu*	Awareness campaigns and training, radio show and creating conflict management community committees in the Cacheu Region to promote the non-violent resolution of a broad range of conflicts that settle tabancas* in the area.
PC/Cacheu/UNDP/020/2019 **"Peace in Cacheu"** *RENAJ*	Contributing to peaceful resolution of conflicts of diverse nature in Cacheu Region, through meetings with communities; Reactivating joint inspection commission of fishing activity on the bank of Cacheu River; Dynamization of fishing activities management committee; and creation of common cattle herds in the village of Pelundo.
DDCC/Cacheu/UNDP/002/2019 **"Peace/Wealth"** *Djemberêm Di Cumpu Combersa (DDCC)*	Reduce, prevent violence by transforming conflicts in São Domingos Sector. Strengthening DDCC's capacity to promote constructive dialogue and reconciliation involving youth and teenagers, administrative and traditional authorities to face related natural resources management conflicts.
EKUOSENODJA/Cacheu/UNDP/023/2019 **"Ekuosenodia"** *"Onenoral" Association of Sons and Suzana's Section Friends (AOFASS)*	Empowering local community to respond to the current conflict between the inhabitants of the four tabancas, Arame, Elias, Cassu and Djobel and reestablish harmonious relationships among them.
GFC / Cacheu / UNDP / 018/2019 **"Management of Community Forests"** *Regional Youth Council of Cachéu (CRJ)*	Face-to-face activities, media awareness and training to support conservation and sustainable use of forest resources in the Natural Parc of Cachéu., allowing the proper collective management of the park by the communities living there and carry out reforestation.

Localities