



EVALUATION REPORT

FINAL EXTERNAL EVALUATION
OF THE PROJECT
**SUPPORTING WOMEN AND YOUTH'S
POLITICAL PARTICIPATION FOR
PEACE AND DEVELOPMENT
IN GUINEA-BISSAU**

JANUARY 2018 – JULY 2020

FINAL EXTERNAL EVALUATION OF THE PROJECT

SUPPORTING WOMEN AND YOUTH'S POLITICAL PARTICIPATION FOR PEACE AND DEVELOPMENT IN GUINEA-BISSAU



**WOMEN LEADERSHIP IN POLITICS,
PEACE AND SECURITY**

UN WOMEN

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All conclusions and recommendations presented here are those of the evaluation’s team (Khanysa E. Mabyeka and Filinto O. Martins Salla) and do not necessarily represent UN Women’s or their partners’ policies or opinions.

All databases that were compiled in the course of this evaluation are property of UN Women. Please direct inquiries regarding their availability for further research to UN Women office (lou.degiuli@unwomen.org).

ACRONYMS AND ABBREVIATIONS

AD	ONG Acção para o Desenvolvimento	MSC	Most Significant Change
AMAE	Associação das Mulheres de Atividade Económica	NCE	No Cost Extension
AMIC & Netos de Bandim	Associação dos Amigos da Criança da Guiné Bissau & a traditional dance and music group	NGO	Non-governmental Organization
CNJ	National Youth Council (Conselho Nacional da Juventude)	OECD/DAC	The Organization of Economic Co-operation and Development's Development Assistance Committee
COAJOC	Cooperativa de Jovens Quadros	PARCEL-ODS	Global Partnership for Sustainable Local Development
COVID-19	Coronavirus Disease 2019, caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2), global pandemic which originated in Wuhan City, Hubei Province of China in late 2019	PBF	UN Peace Building Fund
CSO	Civil Society Organization	PNIEG	The National Plan for Gender Equality and Equity (Plano Nacional para Igualdade e Equidade de Género)
DGAENF	General Directorate of Literacy and Non-Formal Education	PPM	Women's Political Platform (Plataforma Política das Mulheres)
DSA	Daily Subsistence Allowance	REMPSECAO	Network of Women for Peace and Security
Ecas-D	Non-government organization base in the region of Bafatá	RENAJ	National Network of Youth Associations
EMG	Evaluation Management Group	RENALELF	National Network of Young and Female Leaders
ERG	Evaluation Reference Group	RUNOs	Recipient United Nations Organizations
EU	European Union	ToC	Theory of change
FINSJOR	Fórum de Intervenção Social das Jovens Raparigas	TOR	Terms of Reference
FGD	Focus Group Discussion	UN	United Nations
FNJP	National Forum of Youth and Population	UNDP	United Nations Development Fund
GOSCE	Group of Civil Society Organizations	UNICEF	United Nations Children's Fund
HI	Humanité Inclusion	UNFPA	United Nations Population Fund
INDE	National Institute for the Development of Education	UNIOGBIS	United Nations Integrated Peacebuilding Office in Guinea Bissau
INEP	National Institute of Studies and Research	UNV	United Nations Volunteer Programme
IPAV	Instituto Padre Antonio Vieira	UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
IRF	Immediate Response Facility	WANEP	West African Peace Building Network
KAFO	Federation of indigenous people (Mandinke, Peul, Manjack)	WFP	World Food Program
KII	Key Informant Interviews		

EXECUTIVE SUMMARY

This final evaluation of the Peace Building Fund (PBF) funded project known as ‘Supporting women and youth’s political participation for peace and development in Guinea Bissau’ and implemented by UNFPA, UN Women and WFP, covers the full implementation period of the project from December 2017 to July 2020. The project benefited from two No Cost Extensions (NCE). The 1st reviewed the project end date to 31 March 2020, and the 2nd revised end date was 31 July 2020. The project’s general objective was ‘empowering women and youth to engage in the political life of the country to consolidate peace and socioeconomic development’ through two expected outcomes. Outcome one was formulated as ‘leaders and members of women and youth organizations actively participate in democratic processes and contribute to peace and stability through implementing change/dialogue initiatives. And outcome two as ‘women and youth effectively participate, accompany and ensure fair and equitable electoral processes.’

The main purpose of the evaluation is to assess whether the project has contributed to improving the quality and quantity of women and youth’s political participation throughout the country, and whether it has yielded peacebuilding results. The outcome of this project’s evaluation is for learning purposes and could potentially inform the planning and implementation of women and youth’s political empowerment and peacebuilding activities in Guinea-Bissau more generally. The evaluation adopted a utilisation-focused and participatory approach, mixing qualitative and quantitative methods through primary and secondary sources respectively. Qualitative data was primarily gathered from project stakeholders and beneficiaries to inform the evaluation findings and recommendations. In total the evaluation team reached 107 individuals (62 women and 45 men) through Key Informant Interviews (KII), Focus Group Discussions (FGD) and evaluation workshops.

When assessed against OECD/DAC criteria, in addition of being **relevant** to the needs of Bissau Guinean women and youth, the project was found to align with the national legal and policy frameworks, namely the National Youth Policy and the National Policy for Gender Equality and Equity, which the government has not been able to implement for various reasons.

Limited design and cohesion have affected the project’s ability to deepen its benefits. The project was designed with an open-ended scope and failed to prioritize in a more realistic fashion, and thus dispersing its benefits. The program also lacked a clear exit strategy to

ensure continuation of its outputs and outcomes when funding ended.

The theory of change responded to some of the identified limitations of women and youth’s political participation such as functional and political literacy, information on opportunities for democratic participation and skills building to participate in electoral processes. However, it did not clearly define the pathways of change envisioned by the intervention. The different levels and hierarchies of expected changes are not clearly established (long term, intermediary and short term) and therefore the causal links between them are not elaborated in detail. Additionally, the theories developed, seem to be incomplete in the sense that they don’t consider the full extent of the sources and drivers of women and youth disempowerment in Guinea Bissau, such as existence of institutional discrimination and deep rooted gendered and culturally power dynamics. The monitoring system had a number of shortcomings affecting the overall ability to understand social change, if any. Most of the indicators identified focus on activities rather than results and hardly any gender qualitative indicators were found.

As per **efficiency**, the bureaucratic processes in the functioning of the recipient United Nations organizations (RUNOs), frequently slow, was a risk that, not sufficiently identified and mitigated, negatively affected the time efficiency of the project. For instance, it took a year just to secure the project coordinator and, long-lasting negotiations to establish partnership with a public institution affected achievement of a key

output of the project. These long initial delays made the implementation of the project activities coincide with the electoral periods and the covid-19 pandemic also had a negative impact leading to the cancellation of some outputs. A single project coordinator has proved to be insufficient for the number of simultaneous activities that would have needed to be carried out in order to ensure timely implementation of the project.

The project then generated a successful implementation structure for such a complex single donor/multi-agency/multi-beneficiary intervention and created synergy with other donor interventions in the country and actors not necessarily envisioned in the project design. The implementation structure created vertical and horizontal synergies between participants and actions at all levels.

In general, for the implementing partners, the financial resources allocated to the components they implemented was enough when coupled with their highly valued contribution to the project, covering, among other things, unforeseeable costs with infrastructure and resources (activists, volunteers, offices) to the achievement of the project results. Although disbursements from the RUNOs to the implementing partners were often delayed which was challenging for the management of their resources and those of individual beneficiaries.

In terms of **effectiveness**, the project achieved output 1.2 – ‘Youth and Women leaders at the grassroots level are trained in political leadership and peacebuilding skills’, output 1.3 – ‘Grants Facility for Youth and Women-led Dialogue or Change Initiatives that promote peace and stability developed and implemented with training and on-going accompaniment for effective implementation of initiatives’, output 1.4 – ‘Rural women advocate more effectively for their rights and needs’, output 2.3 – ‘Women and youth contributed to monitoring the electoral process and solving incidents that may arise through the Election Observatory’, and partially achieved output 2.2 – ‘Women and youth’s participation in the elections enhanced through stronger representation as candidates and voters’.

Both project outcomes (Outcome 1 – ‘Leaders and members of women and youth organizations actively participate in democratic processes and contribute to peace and stability through implementing change/dialogue initiatives’ and outcome 2 – ‘Women and youth effectively participate, accompany and ensure

fair and equitable electoral processes’), were partially achieved following the failure to achieve output 1.1 – ‘Women and youth leaders trained in functional and political literacy’ and output 2.1 – ‘Top members of political parties, governors (specially youth and women) are trained in political leadership and peacebuilding skills’. The non-achievement of the outputs affects contributions to one of the major limitations to Bissau Guinean women’s access to political participation forums, which is access to literacy and/or education. The second output which was not reached affects the capacity and/or opportunity to promote change in social norms that limit women and youth’s political participation from within the parties.

The project introduced innovative approaches to the Bissau Guinean context to address the inequalities it had identified. It facilitated access to small grants for community-based organizations interested in addressing pressing issues in their communities. This approach was innovative in the sense that it managed to reach groups that usually do not qualify for project funding by donors because they do not have the administrative and financial requisites and allowed them to ‘promote their own concept of development’ with relatively small funds, tapping into local stakeholders, methods and interests. It allowed the community-based organizations (CBOs) to practise peacebuilding in their communities by solving issues that could be or are sources of conflict locally.

Another innovation is related to the support given to the Electoral Observatory cell which integrates gender-based violence indicators in the kit of indicators to be observed by the electoral monitors. This allowed for the mitigation of one of the risks of interventions to promote women empowerment (GBV) as well as to mainstream GBV issues into main interventions in electoral processes as an important stream of political participation and decision making.

And the third innovation is related to the facilitation of advocacy forums for rural women to dialogue and express their needs and interests to politicians and decision makers. Due to rural women’s systemic exclusion from most of the benefits generated in the country, this output created precedence and ground for strengthening rural women’s participation in decision making forums. Although the forum created under the project is not sustainable, it was a one-off event, the rural women have been trained on advocacy and those

skills can be capitalized on to facilitate more inclusive local decision-making forums.

With regard to **sustainability**, UN agencies' intention and resource mobilization to continue supporting work with women and youth, and strengthening of public institutions, makes it possible to give continuity to the outcomes of the project. The work of UNFPA, UNDP, UNICEF, WFP around the issues of political participation, women and youth political participation, women empowerment, coupled with the likeliness of larger NGOs securing funds for their regular activities, some similar to their role in the project, contribute to the sustainability of project goals.

For the rest of the stakeholders, including the government institutions and the CBOs, the continuity of their work around the project goals is highly unsustainable without external financial support. Women's groups are also likely to continue with their awareness raising activities and advocacy which can contribute to the sustainability of achievements in terms of gender equality. For these reasons, women and young women's increased awareness of their rights is likely to sustain as they continue discussing these issues in their associations, although their ability to turn that awareness into improvement in their status and their control of the resources that affect them is yet to be seen.

The built capacity of NGOs and CBOs in terms of project and financial management increased their opportunities to apply for funds they found inaccessible before, thus contributing to their interest in maintaining them. Through the dialogue and peace building initiatives by CBOs applicants to the small grants, environments conducive to peacebuilding have been created through opportunities for solving local problems and conflicts with local stakeholders via locally created solutions.

In relation to the **impact**, the project has had an important impact in increasing the awareness and knowledge of the target population about their internal powers to change their circumstances, the social construct of the unjust norms that govern them, of diverse forms of discrimination – all of which have an effect in building human capital to create the environment for further changes in the direction of peacebuilding and creating inclusive development processes.

The project's facilitation to access to resources such as discussion forums, training on political processes, dialogue with politicians and candidates, electoral observation forums, for example, had an impact in creating a culture of political dialogue, in increasing women and youth's participation in political processes and in the visibility of women and youth as political actors.

The project's limited impact on the social norms that create the gendered power relations that influence women and youth's political participation namely, women's dependence of a male authorization to participate in public life, perception of marriage as women's life priority, influence of elder men in decisions taken by youth and women, might be influenced by aspects discussed earlier about the project's shortfalls in challenging gendered power relations and gerontocracy. None of the project's outputs, nor activities, nor approaches are conducive to challenging discriminatory social norms around gender and ageism.

When assessing the integration of gender equality and human rights, they were successfully integrated in the design and implementation of the project in terms of selection of stakeholders, beneficiaries, quantitative indicators and addressing pressing needs and limitations to women and youth's political participation, identified by national actors. However, the focus on quantitative indicators limited the scope of detecting qualitative changes in gendered power relations the project could have addressed.

The project centred on a 'Women in Development' approach, through which, women and youth were integrated in areas they are usually excluded from, without changing the norms that affect that exclusion. A 'gender and development' approach that addresses the gendered limitations of political participation would have been more appropriate.

In regard to human rights, the project adopted a promotion of human rights approach, supporting work on advocacy for adoption and compliance of national, regional and international codes of respect for human rights. For instance, the project indirectly supported the preparation of a code of conduct aimed at electoral candidates to avoid electoral-based conflicts.

RECOMMENDATIONS

Based on the findings of this final evaluation, the following recommendations are drawn:

1. Adopt other power relations-transformative approaches

It is recommended that when the **RUNOs** implement projects with a gender marker 3, that approaches that couple strategies for gender equality and women empowerment are adopted. Approaches with focus on (i) work around power relations with men, addressing ‘toxic’ masculinities; (ii) facilitating action learning processes based on individual and collective (particularly at household level) reflections to change unjust power relations, (iii) challenging and questioning structural causes of women and youth’s participation in peacebuilding and decision-making processes in households, communities and political parties, such as discriminatory social norms, hierarchy and discipline within parties and lack of resources for women and youth to fund own electoral campaigns. Suggestions of such approaches include the Gender action learning systems developed in Uganda, gender action learning developed by Gender at Work or Household Gender Analysis for Gender Transformation developed in Ethiopia.

2. Stronger theory of change needed

PBF should ensure that IRF projects have stronger Theories of changes. Particularly due to the limited implementation time assigned to such projects, it is unlikely the TOC will be reviewed during project implementation. Therefore, the ToC should develop clearer causal links between the different levels of project’s outputs, so the relationship between what needs to happen between each output for the outcome to be achieved is enhanced. Additionally, qualitative gender indicators, that show changes in gendered power relations and in the status of women and youth need to complement quantitative indicators of change. It is limiting to measure empowerment solely with numbers or representation. The funded projects should include indicators that also assess women and youth empowerment in terms of changes in relationships, values, norms and status. PBF should ensure projects clearly comply to PBF’s criteria to establish the project’s gender marker, such as having a Theory of Change that “*clearly articulates the causal link chain that will lead to greater gender equality and improve peacebuilding outcomes*” and including a “*strong Do No Harm approach and an analysis of gender-specific risks and mitigation strategies*” to reduce negative impacts related to gender inequality.

RUNOs should in the projects they submit for PBF funding, identify clear pathways to ensure the sustainability of project outputs and outcomes when the funding ends. Either as integration into other interventions by the RUNOs or by connecting implementing partners with other donors or strengthening the capacity of implementing partners to raise funds to continue pursuing the outcomes of the project.

3. Continue support to small grant schemes

PBF and RUNOs should continue supporting small grants schemes to CBOs. The use of approaches to support political participation and peacebuilding through addressing other social issues of discrimination and exclusion that contribute to instability in the country, should be continued. This approach allows for funds to be accessible to small organizations faster than through regular project funding mechanisms. On the other hand, CBOs in rural and remote areas can easily design conceive projects that require little funding and allows them to promote peacebuilding by contributing to solving burning issues in their local areas, with the local stakeholders. As in this project, priority can be given to women and youth led organizations and to initiatives that seek to solve issues related to women and youth exclusion from decision making forums.

4. Address the risks related to slow bureaucratic process of RUNOs leading to delays in project implementation

During project design, **RUNOs** should clearly assess the risk of their bureaucratic processes to a timely project implementation. This analysis should determine if their bureaucratic systems will be able to establish the necessary conditions for a PBF project to initiate when planned to, and if not, necessary measures to address this risk should be identified. **PBF** should include the assessment of these types of risks in the criteria and selection process leading to funding a PBF funded project. Perhaps, a question can be included in the application form, requesting the UN agencies applying for the fund to explain how they would prevent delaying the hiring of a coordinator or coordination team and if they would appoint a staff from the organizations to co-coordinate the project.

5. PBF funded projects including many stakeholders and beneficiaries should be rethought

RUNOs should rethink peacebuilding projects with multiple stakeholders, beneficiaries and outputs to (i) having more depth rather than spread - supporting deeper processes with higher potential of transforming social norms around political participation, women and youth's rights, access and control of resources, rather than support many 'superficial' processes and work with fewer groups of beneficiaries to avoid dispersion of benefits; (ii) Integrate the project design as a complement to existing initiatives or to a component of an existing long-term project, in order to increase the likelihood of sustainability and long-term impact. And if it is a joint UN agencies' project, the agencies at stake should assign one staff member to work with the project to enhance effectiveness, ownership and inter-agency collaboration.

1. INTRODUCTION

The current report presents the results of the final evaluation of the PBF funded project known as ‘Supporting women and youth’s political participation for peace and development in Guinea Bissau’. The evaluation took place between December 2020 and April 2021, including fieldwork in three regions of Guinea Bissau, namely Bissau, Bubaque and Bafatá, between 5 and 16 January 2021.

The report is organized in five chapters. Chapter 1 describes the project and the context in which it was implemented and the structure of the evaluation report. Chapter 2 describes the purpose of the evaluation, the methodology applied as well as the methodological constraints. Chapter 3 analyses the main findings of the assessment in relation to the following criteria: relevance and design, effectiveness, efficiency, sustainability, impact, and gender and human rights. Chapter 4 outlines the conclusions according to analysis of the findings, identifies the lessons learned and offers recommendations to reinforce the initial benefits of the programme and to be taken into account in future similar interventions. Chapter 5 is reserved for the annexes.

1.1 BACKGROUND

Guinea Bissau is located in West Africa bordering Senegal to the North and Guinea to the Southeast. It has an estimated population of 1,927,104, (51,17% women and 48,83% men) the majority of which, 60% is aged below 25 years,¹

Since its independence on September 24th, 1973, Guinea-Bissau has had several periods of political unrest that has required many initiatives to resolve, including those of the international community. “Under-represented in overall leadership positions, women and youth groups’ role in these peacebuilding efforts is marginal and they might be instrumentalised in manipulation schemes to serve personalized political interests, which, compromise the political and institutional stability in the country.”²

MAP 1

Guinea Bissau and its regions



1 <https://www.mapsofworld.com/guinea-bissau/guinea-bissau-political-map.html> (last consulted on 21.12.2020)

2 PRODOC Supporting Women and Youth’s Participation for Peace and Development in Guinea Bissau. UNPSO. 2018 – 2020

“Gender inequality is rooted in structural violence that relegates women to marginality and economic dependence, while having more family responsibilities and enduring domestic subordination. It is seen in different kinds of formal education (where the girls’ dropout rate is higher than for boys), economic status and access to paid jobs, and women’s underrepresentation in high-level institutions such as parliament and government. Guinea-Bissau has signed and ratified every international agreement to end gender discrimination and adopted legislation accordingly – such as the law to combat female genital mutilation (2011) or the criminalisation of gender-based violence. However, at a political level, women are still underrepresented. The number of women members of parliament decreased from 20 in 1988 (under the single-party regime) to a constant 10 or 11 in recent years, rising to 13 in the last elections. A shift in women’s political representation in the government took place following the March 2019 elections, with 11 women being represented: eight as ministers and three as state secretaries.”³

The economy of Guinea-Bissau is based on small scale rural agriculture undertaken by both women and men - with cashew as the key crop involving 80% of the country’s labour force and providing 90% of exports, as well as the main source of household income⁴. The lack of control by male and female farmers of the price of cashews contributes to insecure livelihoods and prevalence of poverty and malnutrition. However, women are specially disadvantaged since most decisions around the land, commercialization of the crop and other resources are controlled by male family member. Additionally, there is no formal financing mechanism from banking and public institutions for the agricultural sector. Financing for small farmers is available in a dispersed and disorganized way through some international projects or organizations which operate in rural areas, with very low impact.⁵

Bissau Guinean women are highly engaged in economic activity however, mainly in the informal sector. “A very small portion of the total labour force, estimated at

about 10 percent and primarily male, are salaried employees in the private or public sector”. The PNIEG estimates that women are 51.6% of those engaged in the informal sector, and that 52.3% of all working women, and 62.2% of women heads of households, are engaged in informal sector activities. Women are also involved in cross-border trade with Guinea and Senegal.⁶

According to the PNIEG, “Throughout the country, women bear the responsibility for the care of the household and the family and 89% of their households are in precarious condition, 80% rely on candles for light, 96% cook with wood or charcoal, 91% get their water from sources outside the house, and 65% use latrines in precarious condition. These conditions signify more hours of work for women and more sacrifices by wives and mothers”.⁷

In terms of formal rules, Guinea Bissau has approved a law banning the practice of Female Genital Mutilation (2011), and a law against Domestic Violence (2013). However, women’s groups and legal rights activists argue that these laws have not been disseminated or implemented, and women are not aware of their rights and do not have institutional support or services to encourage complaints. Consequently, most cases do not reach the justice system, and the police rarely intervene even if called. Gender-based violence remains a serious threat to the development and participation of women and girls, yet only 10 percent of women avail themselves of the justice system.⁸

In terms of land ownership, an important resource since women are mostly productive in the agricultural sector, “the existing Land Law guarantees the right to use of land without discrimination but in fact, among all ethnic groups in the country, land is controlled and managed by men – landowners, elders or family heads. Women farmers who are the primary cashew labour force and also farm rice and horticulture for family consumption and market sales work on land that is allocated to them for use by male relatives. If a woman’s husband or father dies, she has no right to inherit family property⁹. All other factors of production – credit,

3 <https://www.accord.org.za/conflict-trends/women-and-peacebuilding-in-guinea-bissau/> (lasted consulted on 22.12.2020)

4 African Development Bank & UN Women. Guinea Bissau Country Gender Profile, 2015.

5 African Development Bank & UN Women. Guinea Bissau Country Gender Profile, 2015.

6 African Development Bank & UN Women. Guinea Bissau Country Gender Profile, 2015.

7 African Development Bank & UN Women. Guinea Bissau Country Gender Profile, 2015.

8 Ministry of Justice & UNDP. Access to Justice Assessment in Guinea-Bissau: Regions of Cacheu and Oio and Bissau Autonomous Sector, 2011.

9 PNIEG, 2014:29

training, equipment and resources – are also allocated to women by decisions of men”¹⁰. Thus, women are constrained in their ability to increase their productivity as well as to participate in decision making forums.

According to the 2020 United Nations Development Program (UNDP) Human Development Report, 45.6% of the population is over 15 years old. Data from 2014 indicate that 58% of adult women aged 15-49 are illiterate and data from 2010 indicate that 60% of women aged 15-24 were illiterate, the number being higher in rural areas, 84% of young women.¹¹

The ‘Supporting Women and Youth’s Political Participation for Peace and Development in Guinea Bissau’ project seeks to address some of the challenges of youth and women’s political participation and to offer resources for the empowerment and inclusion of women and youth in political and peacebuilding processes as a route to build solid institutionalized democratic institutions that contribute to peacebuilding and development.

This Project complemented other United Nations Peace Building Fund (PBF) funded interventions aimed at contributing to the creation of an enabling environment for women’s political participation. These included a PBF funded project implemented by UNDP and United Nations Children’s Fund (UNICEF), aiming at ‘mobilizing rural youth and adolescents to serve as peacebuilding leaders’ as well as, a project implemented by the United Nations Integrated Peacebuilding Office in Guinea Bissau (UNIOGBIS) on strengthening media coverage for development.

1.2 PROJECT DESCRIPTION

The project “Supporting Women and Youth’s Political Participation for Peace and Development in Guinea-Bissau” has been implemented by the United Nations Population Fund (UNFPA), the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and the World Food Program (WFP) from December 2017 until July 2020 with funding from PBF and as part of a broader portfolio of PBF projects in Guinea-Bissau. The project was initially designed for implementation from January 2018 to June 2019. Various factors (addressed in chapter 3.2) affected the

calendar of the project’s implementation including the measures taken by the Guinea Bissau government in response to the COVID-19 pandemic (declaration of a state of emergency on 27 March 2020) prohibiting the agglomeration of people. The project benefited therefore from two No Cost Extensions (NCE). The 1st reviewed the project end date to 31 March 2020, and the 2nd revised end date was 31 July 2020.

With a total budget of \$ 1,775,480 the project had as its intervention area the capital Bissau, in addition to 13 regional centers: Bolama, Bubaque, São Domingos, Buba, Catio, Bafata, Gabu, Bissora, Quinhamel, Cachungo, Cacheu, Farim and Mansoa, and 40 food-insecure rural communities in Cacheu, Oio and Bafata regions.

The project was composed of an integrated strategy to increase participation of women and young people through greater and more inclusive ownership of electoral results and development policies, including policies impacting economic opportunities and access to resources by rural communities. It supported citizen engagement of women and young people to promote and defend their rights to participate in political and economic life and provides channels for practical use of acquired skills for more effective participation in political debates, formulation of development and spending priorities, and election monitoring to build a more inclusive social and political environment. Figure 1 illustrates the logic of the project.

To achieve its two outcomes, the project proposed the activities illustrated in Figure 1. All of which, were conceived in view of contributing to eliminating barriers for women and youth’s political participation. Addressing obstacles such as illiteracy, peacebuilding and negotiation skills, dialogue and access to national and political leaders or lobby, is expected to create a conduit to power and to contribute to individual and community – political and social empowerment, in particular of women and youth.

The project was implemented by three recipient United Nations organizations (RUNOS), namely UN Women, UNFPA and WFP, each responsible for achieving certain outputs of the project. Under outcome 1, UNFPA was responsible for outputs 1.1 and 1.2 on leadership training of women and youth and of rural women leaders of

10 African Development Bank & UN Women. Guinea Bissau Country Gender Profile, 2015.

11 African Development Bank & UN Women. Guinea Bissau Country Gender Profile, 2015.

grassroot organizations. UN Women was responsible for output 1.3 on the grants' facility for youth and women led dialogue or change initiatives., and WFP for output 1.4 on strengthening rural women' capacity to advocate for their rights. Outcome 2 was mainly under the responsibility of UN Women and UNFPA with support from UNIOGBIS. The project was coordinated by a UNV project coordinator hired by UNFPA in coordination and with support from UNIOGBIS. Implementation of the project was through a multi-faceted set of stakeholders, from public institutions such as the Ministry of Education – National Institute

for the Development of Education (INDE), General Directorate of Literacy and Non Formal Education (DGAENF) and the National Institute for Research and Studies (INEP), international non-government organizations, such as PLAN International and Humanité & Inclusion (HI), national civil society organizations such as Ubuntu leadership academy, FAPD/GB assisted by HI, GOSCE, West African Peace Building Network (WANEP), Network of Women for Peace and Security (REMPSECAO), Women's Political Platform (PPM), Tiniguena, Rádio Capital. A complete map of project stakeholders can be consulted in annex 5.

FIGURE 1
Project's structure and logic



Outcome 1.1, 1.2, 1.3 & 1.4

ACTIVITES

1.1.1. Produce curricula booklets

1.1.2. Provide T4T training course for Course Facilitators

1.1.3. Provide training courses in functional and political literacy for Women and Youth leaders

1.2.1. Develop of 36 hours Curricula on Leadership for grassroots leaders in urban areas

1.2.2. Provide T4T training course for Course Facilitators

1.2.3. Deliver a 36-hour course in political leadership and peace-building skills for women and youth grassroots leaders in 14 urban centers

1.3.1. Set up a grants facility for youth and women's groups

1.3.2. Provide training and on-going accompaniment for effective implementation of initiatives for grant recipients

1.3.3. Selected youth and women's groups organize dialogue or change initiatives to promote peace and stability

1.3.4. Prepare and conduct a Knowledge Fair

1.4.1. Provide training for rural women

1.4.2. Enable engagement of rural women with political actors

1.4.3. Develop multi-media advocacy materials

Outcome 2.1, 2.2 & 2.3

ACTIVITES

2.1.1. Develop curricula and train trainers

2.1.2. Provide training in political leadership and peacebuilding skills for top member of political parties and governmental leaders

2.1.3. Provide training to Regional Heads of Parties

2.1.4. Implement a youth political platform

2.1.5. Train Women's Political Platform

2.2.1. Provide training for women and youth candidates

2.3.1. Reinstate the Election Observatory



The target population for the project were 2.000 rural women (from rural women associations), 80 women leaders of rural women associations, 1.000 female and male youth leaders of youth associations, leaders of women's groups, members of women and youth wings of political parties, 14 youth and women's groups

actively promoting social change (beneficiaries of small grants), 96 candidates to parliamentary and presidential elections, 422 electoral observers, staff from community radios, members of Inter-regional rural women's forum and rural women advocacy group (established through the project).

2. METHODOLOGY AND PURPOSE OF THE EVALUATION

2.1 PURPOSE OF THE EVALUATION

The main purpose of the evaluation is to assess whether the 2018-2020 project ‘Supporting Women and Youth’s Political Participation for Peace and Development in Guinea-Bissau’ has contributed to improving the quality and quantity of women and youth’s political participation throughout the country, and whether it has yielded peacebuilding results. In addition, the evaluation aims to assess the project’s contribution to increased national capacity, ownership and transparency, as well as explore whether gender and women’s economic rights were considered in the implementation of the project.

The outcome of this project’s evaluation is for learning purposes and could potentially inform the planning and implementation of political empowerment and peacebuilding activities in Guinea-Bissau, not only among the UN agencies but other organizations that intervene in this field, namely Government Institutions, other development partners, international and national non-governmental organizations (NGOs)

and civil society organizations (CSO). The evaluation’s terms of reference (TOR) can be consulted in annex 1.

The geographic scope of the evaluation coincides with the project scope, namely the capital Bissau, 13 regional centers and 40 food-insecure rural communities in Cacheu, Oio and Bafata regions. The evaluation will consider the whole duration of the project, from December 2017 to July 2020.

TABLE 1
Evaluation objectives according to TORs

Assess effectiveness and a potential measurable impact of the Program intervention on the target group across all dimensions of Political Participation for Peace and Development in Guinea-Bissau.
Identify and document lessons learned, best practices, success stories and document and analyse challenges and possible weaknesses to inform future work of UN agencies in the area of youth and women’s political participation for Peace and Development programming.
Analyse the relevance of the Program objectives, strategy and approach at the local and national levels for the Women’s and Youth Political Participation for Peace and Development in Guinea-Bissau.
Assess organizational efficiency and coordination mechanisms in progressing towards the achievement of program, including the achievement of gender equality and women’s empowerment results as defined in the intervention.
Analyse and assess the strategies in place and contribute to identify additional strategies for replication and up-scaling of the project’s best practices.
Identify, assess, and validate innovation in all aspects of the program.

2.2 APPROACH AND METHODS

Conceptual framework

A utilisation-focused and participatory approach was adopted, including a consultation with key evaluation stakeholders (Evaluation Reference Group) to ensure the evaluation users' needs were met. The evaluation also adopted a gender-responsive approach in all its phases. It ensured women and youth's voice of both genders were prominent throughout the data collection phase and used a specific gender analysis tool, the Gender at work analytical framework (explained in the following pages) to guide the assessment of the extent to which gender relations had changed as a result of the project.

The inception phase (between November and December 2020) was chiefly devoted to laying the basis for the evaluation including interaction with the Evaluation Management Group (EMG), a literature review, development of an evaluation matrix and selection and revision of evaluation questions. The findings of the evaluation are reported in a way that cumulatively respond to these evaluation questions (in annex 9). A further important step in the inception phase was the development of the data collection tools in order to allow for different category of stakeholders to contribute their perspectives. The data collection tools targeting different categories of stakeholders may be found in annex 8.

A mixed method comprised of a qualitative and quantitative approach was used. The quantitative data was obtained through secondary sources. The qualitative data was obtained through primary sources – in-country interviews, Focus Group Discussions (FGD) and an evaluation workshop. The qualitative approach was selected with the aim to allow for a systematic understanding of the achieved outcomes of the project, particularly in relation to changes in gendered power relations and peacebuilding initiatives.

In line with the OECD/DAC criteria the evaluation assessed the relevance, coherence, effectiveness, efficiency, impact and sustainability of the project, in addition to Human Rights and Gender Equality acknowledging UN Women's Evaluation Policy. An evaluation matrix containing the evaluation questions can be consulted in annex 2.

Data collection

Qualitative data was obtained in three ways: (i) semi-structured interviews with key informants in communities, direct beneficiaries of the intervention, staff from implementing partners, former staff from RUNOS and UNIOGBIS; (ii) focus group discussions (FGD) with electoral candidates, rural women's associations, youth trainees of leadership training program, members of organizations beneficiaries of small grants and local leaders; (iii) two workshops with project stakeholders – an evaluation workshop at the beginning of the field visit and a validation workshop to share, validate and refine the tentative findings at the end of the field-work; (iv) three most significant change (MSC) stories collected through individual interviews, to capture change initiated by the intervention, from the beneficiaries' perception. The list of people interviewed for the evaluation can be consulted in annex 3. Additionally, all draft reports produced by the evaluation team were reviewed by the EMG; the evaluation team has addressed the EMG's questions and comments while maintaining its external, independent perspective.

Most of the interviews, focus group discussions and workshop were conducted during one field visit in Bissau, Bubaque and Bafatá between 5 and 16 January 2021. Most interviews with former staff of RUNOS and UNIOGBIS were carried out remotely via an internet platform. Interviews were carried out in Portuguese and English, some FGDs were carried out in Portuguese with occasional translation to and from Creole and some were carried out entirely in Creole.

Besides the methods described above, a desk review of project documents and other relevant documentation was undertaken, which helped deepen our understanding of the project, its dynamics, and what had been achieved. Documents reviewed included the literacy manual, documents reflecting proposal of laws/strategies/policies, training materials and curricula for the training that were carried out (rural women, political candidates), report on selection of small grants, sample of contracts with grantees, some multimedia products still available, report from election observation and terms of reference for services provided by implementing partners (See Annex 4 for a list of documents reviewed.)

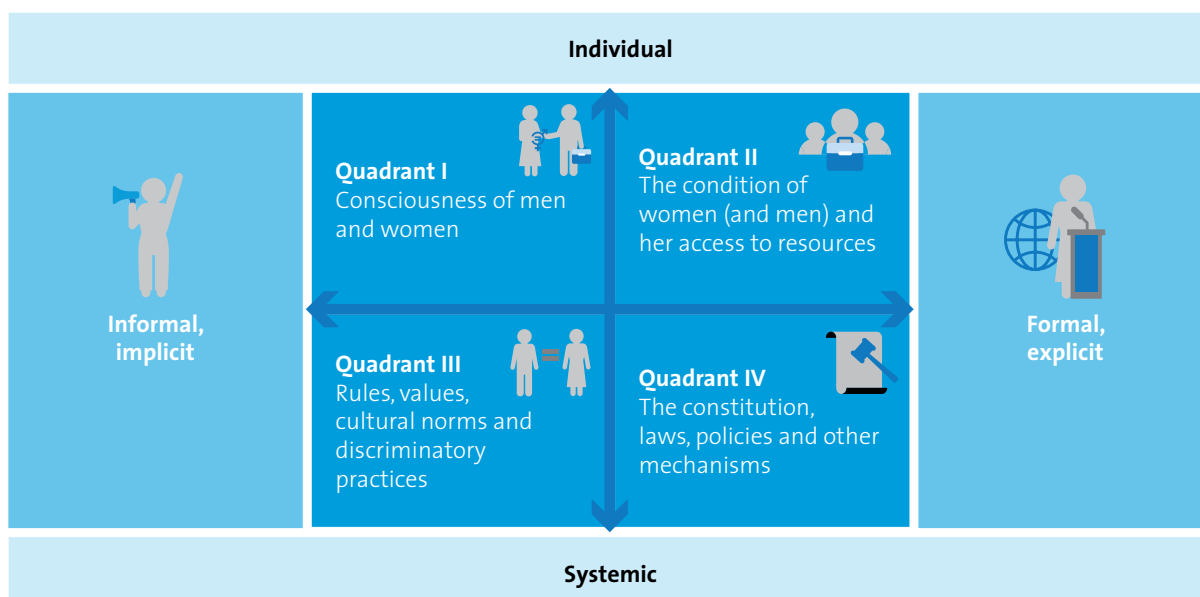
Ethics

Common ethics in research with persons and the “do no harm” principle were observed. Information was provided to the informants on the objectives of the evaluation and how the information provided would be used. Consent forms were distributed and signed by all the interviewees (annex 10). Selection of meeting spaces for the interviews, where possible, took into consideration the safety of beneficiaries and privacy. Some interviews and FGDs were recorded with the consent of respondents. This information was transcribed by the evaluation team and was used solely by the evaluation team for the purpose of preparing the current report (evaluators BIO can be consulted in annex 11). The information provided was translated into general findings and no respondent is cited directly in the report. The evaluation team also requested UNFPA to provide a list of appropriate counselling services for referrals, in case an interviewee or other participant in the assessment wished to obtain such support. Accounting to the COVID-19 pandemic, the team planned to involve between 3-7 people per FGDs, this was not always possible to observe, especially in one of the groups with a rural women’s group, who had invited all their members to the meeting.

Analysis approach

Our approach rests on standard (OECD-DAC) evaluation criteria, describes the sources and methods used, and their limitations in a verifiable manner. The analysis of the findings is also based on the Gender at Work Analytical Framework¹², a tool that makes it possible to articulate different dimensions of gender equality. It analyses the individual and systemic factors that facilitate or hamper women and youth’s political participation and how these have been addressed. The evaluation team identified a cross-section of data sources in order to optimise data collection and ensure triangulation. All interviews were transcribed in full (and translated, where it was required), yielding extremely rich information. To get the most out of the data gathered, transcripts were manually coded. Coding followed the evaluation questions in annex 9. Both consultants analysed the data simultaneously and interpretations of the data were discussed before feeding into the evaluation report.

FIGURE 2
The Gender at Work analytical framework



12 Rao, A., Et al. 2016. Gender at Work: Theory and practice for 21st century organizations

Sampling and selection of evaluation sites

In the selection of informants and sites to visit, depth was preferred over spread. That is, rather than trying to cover the largest possible number of groups, we preferred spending several days in each selected site, so that we could work with a variety of project stakeholders.

This approach allowed the evaluation team to reach all categories of stakeholders, namely: (i) The fund provider (PBF through PBSO); (ii) The RUNOS and their implementing partners; (iii) The project management human resource provider, United Nations Voluntary Programme (UNV); (iv) Global advisory and technical support (UNIOGBIS Gender and Communication Units); (v) National Institutions responsible for women and youth Affairs; (vi) Beneficiaries of small grants, trainings and of information and technology equipment and communication materials. A total of 107 people were consulted (62 women and 45 men).

The regions to be visited during the field were selected in order to:

- capture different types of project interventions
- capture different beneficiaries' demography (rural/urban women, rural/urban youth)
- cover different stakeholders' category
- observe the project results in the three Guinea Bissau provinces.

Therefore, the regions selected were Bissau, Bafata and Bubaque. Bissau was selected because it is where the largest portion of project activities were carried out, where most of the implementing partners are based and it offers the specificities of an urban context. The region of Bafatá is largely rural, which offers a context of both urban and rural populations and a patriarchal social structure. Contrary to Bissau and Bubaque, interventions with associations of rural women took place in Bafatá. Bubaque is a more isolated area, less populated than Bissau and Bafatá and offers a largely matrilineal social structure. Its geographical structure also offers a unique context which makes interventions more dependent on the weather, i.e., the tide.

Particular attention was paid to women (52%) and youth composition of the sample. Once the components of the project, the category of stakeholder's and sites to be visited were defined, the selection of respondents was aleatory, largely depending on availability of informants and of stakeholders' availability to contact informants. Due to an unforeseen need to reduce the time spent in one of the evaluation sites (see more details in chapter 2.3), it was not possible to consult all the categories of stakeholders we had planned to in all the evaluation sites. However, this challenge did not affect the sampling of the evaluation.

2.3 METHODOLOGICAL CONSTRAINTS

This evaluation had three methodological constraints: time of the evaluation, low and late logistical support, selection of a low number of beneficiaries to share their change stories related to the project in connection with reduced fieldwork period in one of the sites.

The project ended in July 2020 and the evaluation took place between December 2020 and April 2021. Due to this time gap, some stakeholders and beneficiaries were not available for interview and others did not remember clearly how they had benefited from the project. This limited our ability to contrast information found in the reports and to assess to what changes the project had contributed to.

UNFPA office in Bissau was our main interlocutor regarding logistical support for the fieldwork (including transport, location for FGDs, facial masks to be distributed among participants in focus group discussions, facilitate access to the former UN Women/UNFPA staff who were involved in the implementation of the project). Support was provided in establishing first contact with stakeholders on fieldwork sites, in preparation of a list of reference services for survivors of gender-based violence, booking the room for the first evaluation workshop with stakeholders in Bissau. However, it was frequently late and incomplete. For

instance, no interview/FGD was confirmed before arrival of the international consultant in the country, this was done sometimes the night before the scheduled meeting, which added strain on the role of the national consultant limiting the opportunities for team analysis of the data during the field work. Meeting places for FGDs were not secured and this often had to be negotiated on the day the FGD was planned to take place. Facial masks for participants of FGDs were not provided. And information in general regarding the project was provided late. A link to the project's documents was provided, however the information therein was incomplete. A link with detailed project documents was provided by the former project coordinator however, after the field mission had taken place.

Due to COVID-19 travel requirements, the time scheduled for the fieldwork in the region of Bafatá, was reduced in 2 days, in order to allow for the international consultant to take a covid-19 test 48 hours before travelling. This limited the number of interactions with beneficiaries in Bafatá, particularly, Most Significant Change stories (a method to capture a certain degree of impact of the project) was not possible to collect here. However, all categories of stakeholders were consulted.

3. KEY FINDINGS

3.1 RELEVANCE AND DESIGN

A. Relevance to the needs and interests of women and youth

Various studies have shown that social exclusion of marginalized groups in societies can exacerbate political tensions and create political and social instability. When it comes to Guinea Bissau, “the United Nations Strategic Assessment Mission of November 2014, the 2010 conflict assessment done by *Voz di Paz*, a local NGO, and the analysis conducted for the development of *Terra Ranka* suggest that vast inequality gaps between women and men and a disempowered youth contribute to that instability, and that recurrent political crises disproportionately impact these vulnerable groups”. In general, women and youth have been excluded from political processes¹³. For instance, women’s representation in the national assembly has remained in a constant low from the country’s independence in 1974, from the lowest of 8% (1999-2004 legislature) to the highest of 36% (1989-1994 legislature¹⁴). In electoral processes, they have been underrepresented as candidates and electoral observers, and more visible as mobilizers during electoral campaigns¹⁵; and other processes¹⁶.

The project addressed the lack of conditions, skills and, at some degree, resources to facilitate women’s and youth participation in formal political processes in order to participate in or influence decision making processes. It entailed leadership trainings in 14 urban centres (one training in each centre) of 1004 women and youth of both sexes aimed at supporting and inspiring local leadership. The contacted beneficiaries of the trainings, who participated in FGDs, were satisfied with the topics and methodology used and indicated changes they were experiencing in their personal lives as a result of having benefited from the leadership training, such as adopting learnt strategies in solving personal level conflicts and in mediating conflicts in their families and communities.

The project also aimed at raising women’s literacy levels through a locally developed functional and political literacy, with potential to elevate women’s ability to participate at local level political and decision-making processes. This component of the project aimed at contributing to reducing the disparities in literacy rates of men and women in Guinea Bissau. 67.1% of men and 40.7% of women over 15 years old are literate¹⁷. Additionally, it addressed gender inequality in terms of access to information and training on specific political participation related issues (public speaking, understanding of the electoral process, preparation of political/party manifestos, etc.).

The project was noted by staff from RUNOS, UNIOGBIS, implementing partners who participated in individual interviews, and beneficiaries and opinion leaders who participated in FGDs, as highly relevant to the people of Guinea Bissau in general and to supporting women and youth leadership.

13 Instituto da Mulher e da Criança, 2010:6

14 Voz di Paz, 2018:18

15 Voz di Paz, 2018:11, 31-32

16 República da Guiné Bissau, 2020:48-49

17 United Nations Peace Building Fund, 2015

B. Alignment with national and global gender equality priorities and peacebuilding work

The desk review allowed to note that the project is aligned with the National Youth Plan¹⁸ and the National Policy for Gender Equality and Equity¹⁹, both instruments highlight the limitations youth and women face in benefiting from development interventions in the country. Youth and women's access to resources that contribute to political participation and peacebuilding in general is limited (*Voz di Paz*, 2018:32). The political candidates interviewed, young and adult women and young men, indicated the lack of financial resources to fund political campaigns as well as lack of knowledge of the political process in general, as some of their limitations to participate in electoral processes. Therefore, by providing skills building, access to information and to dialogue with high level political leaders, the project has contributed to increasing women's and youth's access to political decision forums. For instance, the resources provided by the project have allowed 96 beneficiaries (66 women and female youth and 33 male youth) to expand their knowledge of the electoral process in the country and learn skills useful to participate in electoral processes. The 96 beneficiaries were legislative candidates, and 2 women were elected. The project also offered resources for youth and women's participation in electoral observation and to dialogue with local and national leaders through the regional and interregional rural women's forum, an initiative promoted by the project which has been considered a contribution to women empowerment in government reports²⁰.

The outcomes of the project were also found to be relevant to the country's commitment to international and regional instruments²¹ that are the milestones for the policies and laws adopted by the Bissau Guinean government and that recognise the importance of gender equality and of the active participation of women and youth of both sexes in conflict prevention and resolution, peacebuilding, peace keeping and development.

The programmed plan of the project was timely in the context of Guinea's complex political dynamics. The project was due to begin before the legislative and presidential elections took place, giving it time to strengthen the human capital, leadership skills and environment, necessary for peaceful political processes, including electoral ones. However, the limitations caused by the slow roll out of the project's activities and the changing electoral schedules, made the project miss on some opportunities to influence bottom up change within the political parties in the context of youth and women's role in political processes and within the parties. This aspect is further discussed in chapter 3.2.

C. Relevance to the work undertaken under the PBF-funds and UN-Women, UNFPA and WFP's work in Guinea Bissau

The desk review also allowed to note that the project aligns with regular interventions of PBF, UN Women, around women empowerment, UNFPA on youth empowerment and sexual and reproductive rights and WFP on rural women economic empowerment. PBF funds have been supporting dialogue and national reconciliation, women and youth empowerment and media reporting (amongst other sectors), sectors which were also strengthened in terms of capacity building through this project. The capacities of stakeholders in such sectors were enhanced

18 República da Guine Bissau: 2015.

19 Barros, M. (Coord.), 2017

20 República da Guiné Bissau 2020:50

21 (1) CEDAW (Approved by the United Nations General Assembly in 1979 and, ratified by the Parliament of Guinea Bissau in 1985), (2) The Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa (Adopted by the African Union in July 2003 in Maputo and ratified by the Parliament of Guinea Bissau in 2008), (3) UN Security Council Resolution 1325 on Women and Peace and Security (Adopted by the United Nations Security Council on 31 October 2020. The Parliament of Guinea-Bissau adopted the National Action Plan on UN Security Council Resolution 1325 in March 2010), (4) UN Security Council Resolution 2250 on Youth Peace and Security (Adopted by the UN Security Council on 9 December 2015), (5) The Sustainable Development Goal 5 to achieve gender equality and empower all women and girls (One of the 17 Sustainable Development Goals, a call for global action to end poverty and inequality, established by the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015.) and, (6) The African Union Agenda 2063 (Adopted in 2014, with the to transform African nations into democratic, peaceful and innovative powerhouses that will aim to be global players in the next 50 years)

through training and exposure to resources. For instance, according to key interviewees who participated in the electoral observatory, the support the Women's Political Platform received to participate in the electoral observatory of the legislative and presidential elections was instrumental in consolidating their visibility as an organization for women's empowerment. The added value of the project for the UN agencies' portfolio was the addition of the peace-building dimension to their development or humanitarian interventions.

D. The project's design

Interviewees from the RUNOS and Fund provider argued that the project was designed with the aim to obtain cumulatively progressive results, allowing it to build momentum and relevance as it would progress. It was envisioned that for example the women's functional and political literacy component would be one of the initial activities, to provide the rural women with the resources to participate in local level political processes as candidates or other active roles as well as benefit from the grant scheme promoted by the project. However, its implementation by the different RUNOS was not sufficiently coherent to allow for such a progressive benefit of outputs under the responsibility of different agencies.

As results, the benefits were dispersed. For example, the 2000 rural women trained by WFP were not included as beneficiaries (direct) of the literacy component, other beneficiaries were targeted²², whilst the 2000 women also needed literacy training. These women were also not directly targeted to benefit from the small grants' component of the project²³. The project was designed with an open-ended scope and failed to prioritize in a more realistic fashion, and thus dispersing its benefits.

The Project lacked an exit strategy that outlined the strategies to ensure continuation of the Project components when funding ended.

In the context of the COVID-19 which had led the government to declare a state of emergency, adjustments were made to adapt the format of some pending activities in order to finalize them. These are further discussed in chapter 3.3 of this report.

The stakeholders

Responding to the project's multifaceted characteristic – literacy, peacebuilding, small grants' scheme, electoral observatory - multiple implementing stakeholders were identified. These include international organizations with management systems aligned with UN standards and national organizations with thematic expertise (a detailed stakeholder mapping can be consulted in annex 5. Comparing the implementation structure put in place with the one in the PRODOC, some inconsistencies were found.

Some organizations that were identified to play the role of implementing partners in the PRODOC were relegated to 'support partners' playing specific roles on request of the implementing partners. This choice was not made clear to the evaluators. For instance, COAJOC and KAFO, both with nationally recognized expertise in agriculture and rural development were identified as implementing partners in the PRODOC and in the implementation phase ended up as regional/support partners (in empowering women smallholder farmers) of Tinguena, an organization with little background in agricultural work. The same goes to Associação das Mulheres de Atividade Económica (AMAE) which has a long history and a recognized expertise in women economic empowerment.

Other organizations were identified in the PRODOC as implementing partners, but the evaluation could not find evidence of their involvement nor the reasons for it. For instance, the Gore Institute was identified to provide technical assistance to the Election Observatory component, which did not happen. The evaluation was not able to clarify the reason for this. The evaluation also could not determine the role of partners such as the National Statistics Institute (INE) and GuiArroz, in the project.

22 Progress reports by INDE and DGAENF from 2019

23 Call for proposals for small grants and Report on technical evaluation of the small grants scheme

E. The theory of change

As a response to the analysis of the context, the theory of change is pertinent. It clearly connects to some of the identified problems and the changes needed, such as functional and political literacy, information on opportunities for democratic participation, agency to contribute to changes in national and local issues, and skills building to participate in electoral processes. Nevertheless, the pathways of change envisioned by the intervention are not clearly established. For instance, the different levels and hierarchies of expected changes are not clearly established (long term, intermediary and short term) and therefore the causal links between them are not elaborated in detail. The action theories, related to how change will be activated, are clearly identified; however, they are linked to the two project outcomes in general terms without a clear connection to the different changes that need to be observed before the outcomes can be achieved.

The TOC seems to lack the definition of the assumptions necessary to be observed for the change to be able to occur, which also establish the connections between the measurable effects and the outcomes, as well as how and why certain activities are expected to bring certain changes. The project document offers detailed descriptions of the activities but not the assumptions. For instance, one of the activities to achieve output 2.2:

2.2.1. Provide training for women and youth candidates

This activity will provide training and material support to up to 100 candidates. Participants will have access to a more advanced level of political leadership training and material support for their election campaigns. The material support includes 100 megaphones and 100 t-shirts for each candidate. These t-shirts will convey generic messages, not support for specific candidates.

The activity is described in detail, however, the assumptions that should be observed in view of achieving the output could not be found along the document which does not allow for a clear connection between the activities and the outputs.

Evidence for the key hypothesis is strongly based on national and international work on facilitation of women and youth's political participation in peace building processes. Evidence on the importance of leaving no one behind, political literacy, access to information, participative democracy, for example are highlighted. However, the theories developed, seem to be incomplete in the sense that they don't seem to consider the full extent of the sources and drivers of women and youth disempowerment in Guinea Bissau, such as existence of institutional discrimination and deep rooted gendered and culturally power dynamics identified in relevant studies on the issue, such as *Voz di Paz*, 2018 and TININGUENA/PAM, 2018.

The evaluation identified shortcomings in the monitoring system. From the set of indicators identified in the kit of indicators (annex 6), these are mostly indicators of activities and very little of results. For instance, the indicator for output 1.2 'Youth and Women leaders at the grassroots level are trained in political leadership and peacebuilding skills' is, 'Training curricular developed by the 2nd quarter of 2018'. The number of women and youth knowledgeable about democracy is an indicator for output 1.1. No indicator was found to measure the results of the training in the women and the youth beneficiaries. For instance, no pre- and post-training assessments were carried out. On the other hand, not all means of verification were available for verification (participant evaluation sheets from training activities for instance).

And lastly, although gender equality was the principal objective of the project, we found no qualitative gender indicators to measure the changes in gendered power relations the project intended to change. Particularly the ones that pose as barriers to women and youth's political participation. The project, nevertheless, clearly collects and offers sex disaggregated data and a number of quantitative indicators such as number of women and youth in polling stations (indicator for output 2.3), number of women and youth candidates trained (indicator for output 2.2), number of youth and women leaders more knowledgeable about democracy by the 2nd quarter of 2018 (indicator for output 1.1), number of grants provided by the 4th quarter of 2018 (indicator for output 1.3). Interviews with beneficiaries, with community leaders and with respondents from public institutions offered additional information on perceived changes in the context that could be related to the current project.

3.2 EFFICIENCY

The complexity of this PBF funded project (1 donor, 3 RUNOS, 1 project management HR provider, 1 global advisory and technical support provider, 14 implementing partners and numerous different partners on national and local levels) was challenging for all three pillars of efficiency – cost efficiency, time efficiency and implementation structure.

A. Cost-efficiency

Cost-efficiency being essentially a comparative analysis and not having data from other PBF or similar projects implemented in Guinea Bissau, the evaluators were not able to assess, for instance, whether the adopted consortium model has proven to be more cost-efficient than single-agency delivery and, consequently, whether the results obtained justify the resources applied. Henceforth, no evidence of a common business operating strategy for the 3 RUNOS was found.

The implementing partners' general perception that emerged during the interviews, of the financial resources allocated to the component they have implemented was that they were enough when coupled with their highly valued contribution to the project, covering, among other things, unforeseeable costs with infrastructure and resources (activists, volunteers, offices) to the achievement of the project results. They also viewed the delays in disbursement of funds from RUNOS to implementing partners as challenging for their resources. Some implementing partners advanced the funds to begin the activities and at the end of a certain activity not all the expenses were reimbursed due to criteria explained to the partners after the activities were carried out. This was the case during the training in Mansoa of political literacy trainers where, for instance, the daily subsistence allowance (DSA) was supposed to be paid on arrival along with the reimbursement of the transport cost to the venue as well as the cost for the return transport, which were paid only weeks after the end of the training and, the amount did not fully reimburse the transport costs for participants travelling from Bubaque. This according to informants from implementing partners who participated in interviews and beneficiaries of the leadership training who participated in FGDs, has created frustration because beneficiaries had to advance funds to be able to participate without their previous consent.

B. Implementation structure

Such ambitious, multifaceted and countrywide intervention requested an implementing structure which was extremely complex. The project was implemented by three different UN agencies with different internal rules. Each of the agencies prepared sub-projects to cover different components of the project and developed grant schemes with its implementing partners which, in their turn, established their own partnership capitalizing on the expertise of regional and local organizations for better implementation of their sub-projects.

This multilayer implementation approach was smoothly implemented by WFP as a stand-alone initiative 6 months before the other two recipients started. While UNFPA and UN Women experienced considerable delays to start implementing their activities (according to informants from RUNOs who participated in interviews, only 4% of the project implementation was observed, with practically no disbursements and little planning, upon the arrival of the Project Coordinator), which could be explained respectively by lack of a dedicated person to this project and high staff turnover.

The internal risks related to the bureaucracy of the RUNOs were not sufficiently identified and cautioned. As a result, there were delays at the beginning and during the implementation of activities resulting from late disbursement of funds for the initiation of activities by the RUNOs to the implementing partners. The delayed initiation of some components of the project, for example output 1.1, was related to the slow negotiation process until a memorandum of agreement was reached with the Ministry of Education. Both reasons for the delay are not a novelty in the cooperation for development context in Guinea Bissau, and mitigation measures could have been identified.

The agencies succeeded to train the implementing partners on their own financial procedures and reporting tools although often as a corrective measure to avoid further delays.

The project was successful in establishing synergies with other interventions and actors not envisioned in the project design. For instance, synergy was created with the European Union (EU) in the support for the civil society electoral monitoring cell. The project also created synergy with the Institute for Women and Children, in an event organized by the latter to give visibility to the 11 women members of the current government, discuss issues that limit women's empowerment and lobby for these women leaders to contribute to gender equality. These collaborations were important to avoid duplication of efforts and was well appreciated by the beneficiaries who participated in interviews and FGDs, as a contribution to their capacity development.

C. Time efficiency

The entry into function of the project management team, Project Coordinator and Administrative & Financial Assistant, albeit late, one year after the start of the project, was key to address possible limitations in design and to introduce corrective actions. Having the project coordinator on ground enabled the kind of patient, careful work on stakeholder engagement and priorities needed for project development. The field presence was then needed for working with partners and continued attention to the most effective way to implement activities for maximum results.

At this point, a monthly Coordination Meeting was established and had been successfully used for solving problems in cooperation and identification of cross cutting issues of different actions and recalibration of the intervention logic. No joint “umbrella” governing body was established, in addition to the Coordination Meeting, to enable functional synergy of project components implemented by each agency as its own standalone project. In absence of that, additional burden of overall governance on the Coordination Meeting, as the only joint body at the decision-making level, disabled it to perform its core functions as “bridge” between decision at the strategic level-making and operational level. In order to enable optimal functioning of Coordination Meeting it was necessary to establish a joint governing body, for strategic decision-making.

Two major delays of planned activities had occurred. First delay was at the beginning of the project, December 2017 to January 2019 caused by differences in the modus operandi of different agencies that had not been taken into consideration during the project planning. Therefore, the launching process was longer than expected, including the time for the three UN agencies, among other issues, to build consensus around the Project Coordinator and Administrative & Financial Assistant profiles for UNV to launch the recruitment process.

The second delay occurred in 2019, caused by the first one and by the beginning of the electoral calendar which diverted the attention of some potential beneficiaries to the campaign. Coupled with the delays, the emergence of the COVID-19 pandemic in March 2020, contributed to the impossibility to reach all the project's outputs, namely output 1.1: Women and youth leaders trained in functional and political literacy and output 2.1: Top members of political parties, governors, (especially youth and women) are trained in political leadership and peacebuilding skills. Both outputs were considered during the design of the project as key contributors to women and youth's political participation for peacebuilding. Output 1.1 because illiteracy was considered in a consultation forum at the design phase of the project as the main barrier to women, particular rural women's participation in decision making processes. And output 2.1 because top-down, gerontocratic and patriarchal political party structures are one of the limitations to youth and women's ascension to leadership positions. Challenging these power relations from within the party structures was thus a necessity in order to change the women and youth's status quo therein.









3.3 EFFECTIVENESS

The stated objective of the project is to **empower women and youth to engage in the political life of the country to consolidate peace and socioeconomic development**. It was expected that on completion of this project, Guinea-Bissau’s youth and women leaders would be empowered to design and manage social change initiatives and participate in greater numbers in electoral processes at national and regional levels. For the purposes of this evaluation, effectiveness was defined as achievement of outputs and outcomes for the project objective.












A. Outcome 1: leaders and members of women and youth organizations actively participate in democratic processes and contribute to peace and stability through implementing change/dialogue initiatives.

This outcome was partially achieved through the accomplishment of three of the four intended outputs. Most of the intended members of women and youth organizations were able to through the project activities, participate in democratic processes such as electoral processes, political dialogue or electoral observation. Nevertheless, illiterate women and youth, targeted by the project were not able through an envisioned participation in literacy courses, to pave their way to active participation in political processes. The illiteracy courses were not carried out for reasons discussed further in this chapter while, *“the idea that lack of education is the main reason for women’s exclusion from decision making forums, is widespread”*²⁴.

TABLE 2
Achievement of indicators – Outcome 1

Indicators	Level of achievement	Means of verification
Outcome 1: Leaders and members of women and youth organizations actively participate in democratic processes and contribute to peace and stability through implementing change/dialogue initiatives		
1a. Number of Advocacy/change/dialogue strategies implemented that directly/indirectly contribute to peace consolidation in the country (Baseline: TBD/ Target: 5)		Final activity report June 2020, independent grant monitoring report
1b. Number of policy recommendations developed (Baseline: 0/ Target: 5)		
Output 1.1: Women and youth leaders trained in functional and political literacy.		
1.1.1. Number of Youth and Women Leaders more knowledgeable about democracy by the 2 nd quarter of 2018 (Baseline: 0/ Target: 1000). (disaggregated by sex and age).		Test Scores Beginning and end
1.1.2. Number of adults (women and youth) literate by the 1 st quarter of 2018 (Baseline: 0/ Target: 1000). (disaggregated by sex and age).		Test Scores Beginning and end
Output 1.2: Youth and Women leaders at the grassroots level are trained in political leadership and peacebuilding skills.		
1.2.1 Training Curricula developed by the 2 nd quarter of 2018 (Baseline: no/ Target: yes)		Curricula

24 Voz di Paz, 2018:17

Indicators	Level of achievement	Means of verification
Output 1.3: Grants Facility for Youth and Women-led Dialogue or Change Initiatives that promote peace and stability developed and implemented with training and on-going accompaniment for effective implementation of initiatives.		
1.3.1 Grants Facility Set up by the 2 nd quarter of 2018 (Baseline: no/ Target: yes)		Grant selection report
1.3.2 Number of Grants provided by the 4 th quarter of 2018 (Baseline: 0/ Target: 2).		Cash Transfer Receipts; Project reports, external monitoring report
1.3.3 Number of Youth and Women trained by the 2 nd quarter of 2019 (Baseline: 0/Target: 20). (disaggregated by sex and age).		Grant Agreement signed; Attendance Sheets; Agendas; Impact and Lessons Learned Report; photographs
Output 1.4: Rural women advocate more effectively for their rights and needs		
1.4.1 Number of farmers trained in peacebuilding and collaborative advocacy by the 3 rd quarter of 2018 (Baseline: 0/ Target: 2000). (disaggregated by sex and age)		Curricula Workshops Agenda Attendance Sheet
1.4.2 Number of women trained and enabled to conduct national level advocacy by the 4 th quarter of 2018 (Baseline: TBD/ Target: 20)		Workshop Agenda Attendance Sheets Participant Evaluations
1.4.3 Number of Multi-media products developed by the 1 st quarter of 2019 (Baseline: 0/ Target: 2).		Participant Evaluations Radio spots and video
<p> GREEN = Indicators show achievement successful at the end of the Project.</p> <p> YELLOW = Indicator shows partial achievement at the end of the Project.</p> <p> RED = Indicators not achieved at the end of Project.</p> <p>Text in Purple = Means of verification used but not included in the logical framework</p> <p>Strikethrough text = Means of verification identified in the logical framework but not found during the evaluation</p>		

a. Output. 1.1. Women and youth leaders trained in functional and political literacy

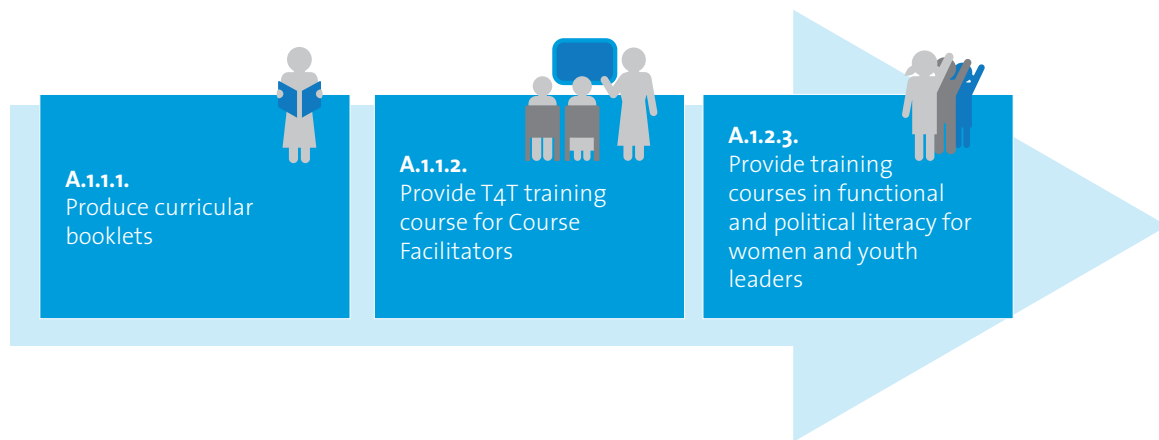
Although two of the three planned activities under this output were successfully carried out, it was not sufficient to achieve output 1.1. The two activities set the ground for training in functional and political literacy to happen, however the literacy training did not take place for the reasons described in the following paragraphs.

A new curricular booklet for functional and political literacy (a facilitators' guide and a literacy handbook for the trainees) was developed by the General Directorate of Literacy and Non-formal Education (DGAENF) and the

National Institute for the development of education (INDE) in collaboration with UNFPA. The process to produce the curricular booklet occurred between July and December 2019. It was, according to activity reports, participative, including interactive consultation workshops²⁵ and, was led by a team of 6 people (2 women and 4 men) from DGAENF and INDE. A total of 1,500 copies, according to informants from INDE/DGNAEF who participated in FGDs, were printed. The content of the literacy manual and the facilitators' guide was found to be relevant to the context, the target group and for the development and peace challenges of Guinea Bissau, in terms of the images and the language used.

25 A feedback workshop on July 31, 2019 with the main stakeholders in the literacy and education sectors and other stakeholders of the current project; a second workshop between 26-31 August 2019, to analyse and select the content of the literacy manual; and a third workshop to validate the final results on October 29, 2019.

FIGURE 3
Activities under Output 1.1

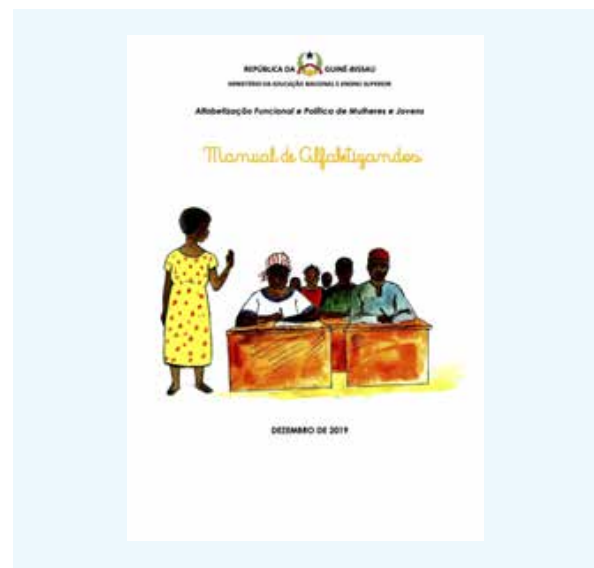


According to the interviewees from DGAENF and INDE, and beneficiaries of the training, the training of trainers (T4T) training course for literacy facilitators was successfully rolled out by the DGAENF and INDE in a 6-day participative workshop between 29 February and 6 March 2020 in 3 different regions, namely, Bafatá, Buba and Mansoa. The same team who developed the curricular booklet, trained the literacy facilitators. They were also responsible for selecting 60 literacy facilitators country wide. As stated by the PRODOC, the project aimed at having 50% of male facilitators and 50% of female facilitators, a close number was reached, of 34 men and 26 women²⁶, because according to key informants from the two involved institutions who participated in FGDs, most women interested in the initiative did not qualify to the requirement of having finished 10th or 12th grade of secondary education. At the end of the training course, literacy and support materials were distributed for each literacy facilitator, including blackboards, T-shirts, bags, folders, posters, notebooks, pencils, erasers, various literacy manuals and a facilitators' guide.

The 65-sessions literacy course (planned to last about 4 months) began on 16 March 2020 as planned and in most literacy centres²⁷. Nevertheless, due to government measures taken in response to the COVID-19 pandemic, the literacy classes were cancelled. Attempts to fund the end of this activity, budgeted at 26,138 USD²⁸ were

unsuccessful. According to interviewed key informants from the RUNOs and documented email threads shared between the RUNOS, PBF requested a project extension to finalize this and other activities, which was not granted on the grounds that the project period had expired and that the project had already been granted two NCE.

FIGURE 4
Cover page of the literacy handbook for trainees



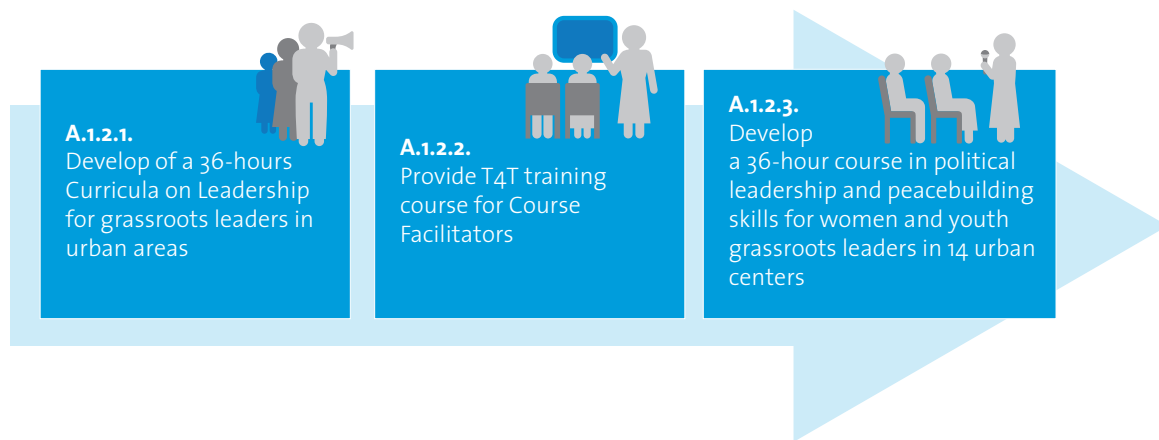
26 *Synthesis report on the literacy facilitators' training of trainers' workshop.* 2019. Ministério da Educação Nacional e do Ensino Superior

27 *Final activity report and final considerations on functional literacy of women and youth.* 2020. Ministério da Educação Nacional e do Ensino Superior

28 *Ibid.*

FIGURE 5

Activities under output 1.2



b. Output 1.2: Youth and Women leaders at the grassroots level are trained in political leadership and peacebuilding skills

Output 1.2 was achieved, through the undertaking of the 3 planned activities. This output was implemented in a collaboration of UNFPA, IPAV (Instituto Pedro Antonio Vieira) and Ubuntu Academy for Leadership.

A standard pre-designed curriculum used by Ubuntu Academy for their leadership training program was used. A 5-days program with daily sessions was adopted with a curriculum that focused on building individual competences - such as Self-knowledge, self-confidence, self-resilience; and relational skills – such as empathy and service leadership. Besides, according to interviewed beneficiaries of the training, it used participative approaches and arts-based methodologies, including poetry, role play and music to enhance reflection-action practices which are both adequate and relevant for the context, with high levels of illiteracy.

Some adaptation of the training module was adequately done, to mainstreaming awareness of sexual and reproductive health issues, including available services²⁹. No adaptations were found to make the training more gender sensitive, for instance to use gender neutral language, equal number of images and references of women, men and youth leaders.

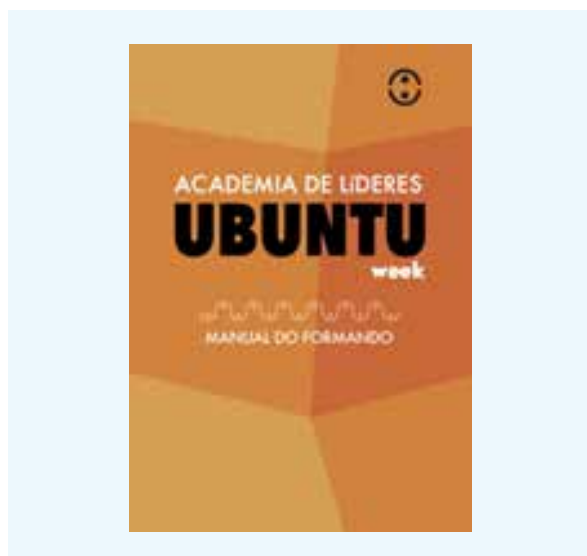
The approach used was a training of trainers (T4T) whereby a total of 40 female and male youth (50% of each) from 14 urban centres were trained as course facilitators between November 27 and December 1, 2019. These 40 trainers then trained according to activity reports, 960 people - 465 female youth, 332 male youth and 163 women aged 35+ years between 11 - 18 December 2019. The trainees were selected in collaboration with local organizations, associations, communities and services, such as community radios. The selection criteria were previously shared with the local institutions and intended to identify local social and community leaders, potential leaders, people of influence or respected in the community, people that were active in their communities.

The training approach – participative and based in action-learning methodologies, was innovative in the Guinea Bissau context. It was also highly valued by its participants, as reported in activities’ reports and confirmed by key informants who participated on FGDs.

Monitoring and follow up activities with the trainees to assess how they were developing their new leadership skills were adequately planned but were not carried out due to the measures adopted by the government amidst the covid-19 pandemic. The project coordination creatively decided to utilize the remaining funds for the monitoring visits to combine undertaking of remote monitoring and additional awareness raising on

29 Final narrative report. 2020. IPAV

COVID-19, methods of transmission, prevention, and other official information regarding the pandemic. Ubuntu academy also used the opportunity to carry out a survey via telephone on knowledge, practices and concerns regarding COVID-19³⁰. The activity, however, paid more attention to questions related to COVID-19 than to the monitoring of the development of the leadership skills. Only two monitoring questions asked (how they were showing leadership and if they had built any bridges) and no tools to assess the progress in the knowledge of political leadership and peacebuilding skills, for example a pre- and post-training assessment, were found.

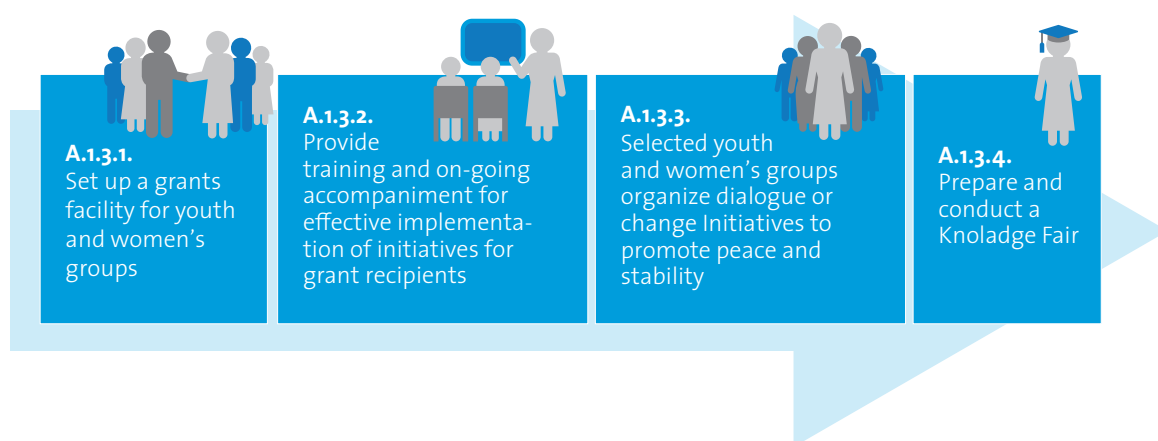


c. Output 1.3: Grants Facility for Youth and Women-led Dialogue or Change Initiatives that promote peace and stability developed and implemented with training and on-going accompaniment for effective implementation of initiatives

Output 1.3 was successfully achieved through implementation of three of the four planned activities. This output was under the responsibility of UN Women and UNFPA and implemented through two international organizations, SwissAid and Plan International. Funds were provided to women and youth civil society organizations to address obstacles to building peace in their communities. The grant’s facility was established, proposals submitted, selected and funded, a monitoring and accompaniment system established. A total of 260.000 USD was made available for this activity. A total of 109 small grant proposals were submitted of which, 27 were selected, from organizations in all the regions of the country.

Leaders of grant recipient organizations benefited from 2 trainings, to finalize their project strategies, understand UN reporting and financial standards, learn conflict management skills, coalition building, political engagement strategies and gender equality issues. Besides, according to beneficiaries of the grants who participated in FGDs, the grant recipient organizations

FIGURE 6
Activities under output 1.3



30 According to activity reports, a total of 725 people were contacted with success in the 1st phase and 680 in the 2nd phase (65% women and 35% men, in total; and 79% in the age group of 17-35 years

received on-going accompaniment by implementing partners, tailored to their needs, to improve aspects related to reporting, accounting, organizational development issues, in order to ensure an effective and efficient management of the grants. This accompaniment was according to the same sources, received as capacity building by the beneficiary organizations, most of whom had little to no experience working with UN agencies and managed to improve their project management abilities.

The grant scheme offered grants of different grant sizes, from \$10.000-\$100.000 which was adequate for the context, offering the opportunity for small organizations with little access to funding, to apply and thus strengthen their capacity to intervene in finding solutions for the issues that matter to them and their project management capacity. The 27 selected projects addressed a wide variety of issues, from women's participation in decision making and conflict resolution forums at local level, to awareness of certain factors of discrimination and inclusion such as albinism or disability, conflicts related to land management, cattle herding, fishing, community hygiene, etc. According to activity reports, an independent monitoring report and interviews with key informants, the projects supported by the grants created a space for local dialogue on the issues identified by the beneficiary organizations and of concern for their respective communities. Besides, according to activity reports, alliances were forged between the beneficiary organizations and community, regional and national governments to solve local issues; to find local solutions for local problems with the involvement of those affected; to raise awareness about different forms of exclusion and sources of political instability and conflict.

Different forms of dialogue, of change initiatives and potential for changing social and cultural norms and practices that lead to exclusion of women and youth from political processes – peace building and decision making were initiated by the projects that benefited from the grant scheme. Community radios were instrumental in disseminating the projects' activities and raise

awareness about the different social issues that concern Bissau Guinean communities throughout the country. Interviewed beneficiaries of this activity appreciated the opportunity given by the project to learn about the culture and issues of other regions of the country and from strategies other communities use to solve their problems.

Activity 1.3.4 under output 1.3, to prepare and conduct a knowledge fair was not carried out but this did not affect the attainment of output 1.3. The activity entailed the creation of a space where grantees could share the results and impact of their work with the larger society and other donors active in Guinea Bissau. It was scheduled to take place in Bissau between 29 and 31 March 2020 but had to be cancelled due to government measures in response to the COVID-19 pandemic.

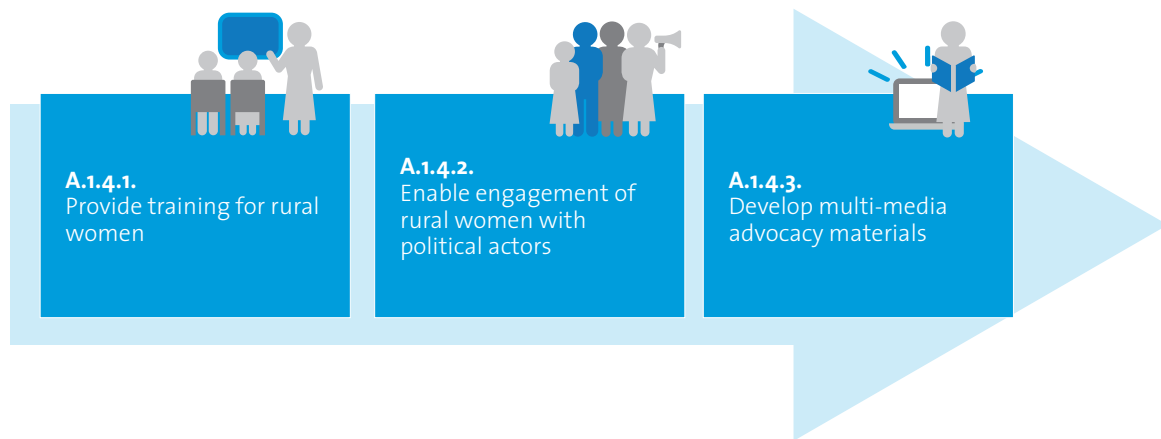
In substitution, the project coordination prepared a booklet summarizing what would have been shared by the beneficiaries of the grant scheme during the Knowledge Fair: description of the organizations and areas where they operate, the objective of their project, how and what was achieved and what were their plans for continuation of the project³¹.



31 Final activity report on the small grants' initiative

FIGURE 7

Activities under output 1.4



d. Output 1.4.: Rural women advocate more effectively for their rights and needs

Output 1.4 was successfully accomplished through the three planned activities to reach it. It was managed by WFP and implemented by Tinguena through the local organizations ECAS-D in Bafatá, COAJOC in Cacheu and KAFO in Oio.

Through the activities of the project rural women from associations from the regions of Bafatá, Cacheu and Oio, were able to advocate for their rights and needs by means of the regional and interregional forums facilitate by the project for that effect.

About 2.000 women were trained in a 3-pillar model:

Pillar 1 Productive skills	Pillar 2 Associativism	Pillar 3 Political participation
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Pillar 3 served as a trampoline for rural women’s participation in local, regional and national dialogues platforms and to advocate for their specific needs and interests. It concentrated on developing skills for public life engagement, such as communication skills, advocacy, negotiation, conflict resolution and advocacy.

According to project reports and to interviews with implementing partners and RUNOs, three regional forums of rural women were carried out in the regions of Oio, Cacheu and Bafatá in 2018. The regional forums of rural women were thought of as a space of dialogue, network building and mutual support

between rural women, as well as a space to build and strengthen their advocacy and public speaking skills. These regional forums culminated in an interregional forum, that took place in the capital Bissau on 29 June 2019, with the objective to build upon the dialogue and mutual support initiated at the regional forums and to strengthen spaces of interaction between rural women’s groups and decision makers such as parliamentarians and government members as a means to advocate for their rights, needs and interest as well as those of their communities.

50 women (2 per association) were selected to represent their associations in the forums and according to interviews with implementing partners and RUNOS, the women spoke openly during the event, expressed their problems and demands and informed the parliamentarians of their intention to monitor how these politicians would address their concerns. Beneficiaries of this output who participated in FGDs, expressed their appreciation for the opportunity to engage with national politicians and to have developed the skills and courage to speak publicly to leaders. Nevertheless, they also expressed that they did not have the means to monitor if their demands are attended to.

Finally, multi-media materials were developed in preparation for the regional and interregional forums. The media material were informative radio and video spots explaining the project and the role of women’s associations in the areas of the project in conflict resolution, economic activities and associativism. The video spot found, was produced in Criole, and the radio spots in the four main languages of the regions where the project was implemented, namely, Balanta, Fula, Mandinga, Mandjaco and in Criole, allowing the information to be accessible to women, men and youth in these regions.

The media material was tailored to the Guinean context and offered visibility to women in productive, leadership and conflict resolution roles, most probably contributing to empowering changes in the perception of women in such roles.




A study, not identified in the Project design, to understand the socio, economic and political contexts in the 3 regions of intervention was produced ‘*Mulheres Rurais na Guiné-Bissau: estudo de base e diagnóstico participativo nas comunidades de Leste e Norte da Guiné-Bissau*’, in November 2018. It was undertaken by a team of national consultants and offers a detailed account of the limitations and opportunities for women’s participation in decision making and peace building forums. It argues for example, for the need to address poverty, patriarchal and gerontocratic social systems, as major factors limiting women’s agency and voice in decision and peacebuilding forums. The study is an important contribution to knowledge building in the country. According to interviewed local implementing partners, it has been a resource for local organizations to better understand the social context and identify new strategies to support women’s empowerment.













Outcome 2: Women and youth effectively participate, accompany and ensure fair and equitable electoral processes.

Outcome 2 was conceived with the legislative elections that took place in November 2019, in mind. This outcome was jointly implemented by UN Women, UNFPA and UNIOGBIS. The outcome was partially achieved. Evidence was found on women and youth’s participation in accompanying the electoral processes (output 2.3) and on increased representation of women

as candidates (output 2.2). No evidence was found on increased representation of youth as candidates, nor of women and youth as voters (output 2.2). Equally no evidence was found on top members of political parties and government benefiting from training in political leadership.

TABLE 3
Achievement of indicators – Outcome 2

Indicators	Level of achievement	Means of verification
Outcome 2: Women and youth effectively participate, accompany and ensure fair and equitable electoral processes.		
2a Perception of Election being free and fair (Baseline: N/A -Target: N/A)		Observatory report
2b Proportion of women in Parliament and in government, including in party organs, defense and security (Baseline: 14/ Target: 25).		Party list of candidates National electoral commission reports Government composition

Indicators	Level of achievement	Means of verification
Output 2.1: Top members of political parties, governors, (especially youth and women) are trained in political leadership and peacebuilding skills.		
2.1.1 Political Leaders trained in political leadership and peacebuilding skills by the 3 rd quarter of 2018 (Baseline: 0/ Target: 100). (disaggregated by sex, age and party affiliation)		Agenda
2.1.2 Youth Political Platform Developed by the 4 th quarter of 2018 (Baseline: 0/ Target:1)		Document, Agenda, Attendance Sheets
Output 2.2: Women and youth's participation in the elections enhanced through stronger representation as candidates and voters.		
2.2.1 Number of Women and youth candidates trained by the 1 st quarter of 2019 (Baseline: 0/ Target: 100). (disaggregated by sex and age)		Agenda Attendance Sheets <i>Activity reports</i>
2.2.2 Campaign messages developed by the 1 st quarter of 2019 (Baseline: 0/ Target: 100)		Social Media Posts Radio Programs participated
Output 2.3: Women and youth contributed to monitoring the electoral process and solving incidents that may arise through the Election Observatory.		
2.3.1 Election Observatory reinstated (Baseline: 0/ Target: 2 (one for legislative and one for presidential elections))		Report/News on Functioning Operation Center
1. Number of women and youth at polling stations (Baseline: 200 (2014) Target: 360 women and youth (disaggregated by sex and age))		SIM cards distributed , Reports
<p> GREEN = Indicators show achievement successful at the end of the Project.</p> <p> YELLOW = Indicator shows partial achievement at the end of the Project.</p> <p> RED = Indicators not achieved at the end of Project.</p> <p><i>Text in Purple</i> = Means of verification used but not included in the logical framework</p> <p>Strikethrough-text = Means of verification identified in the logical framework but not found during the evaluation</p>		

a. Output 2.1: Top members of political parties, governors, (especially youth and women) are trained in political leadership and peacebuilding skills.

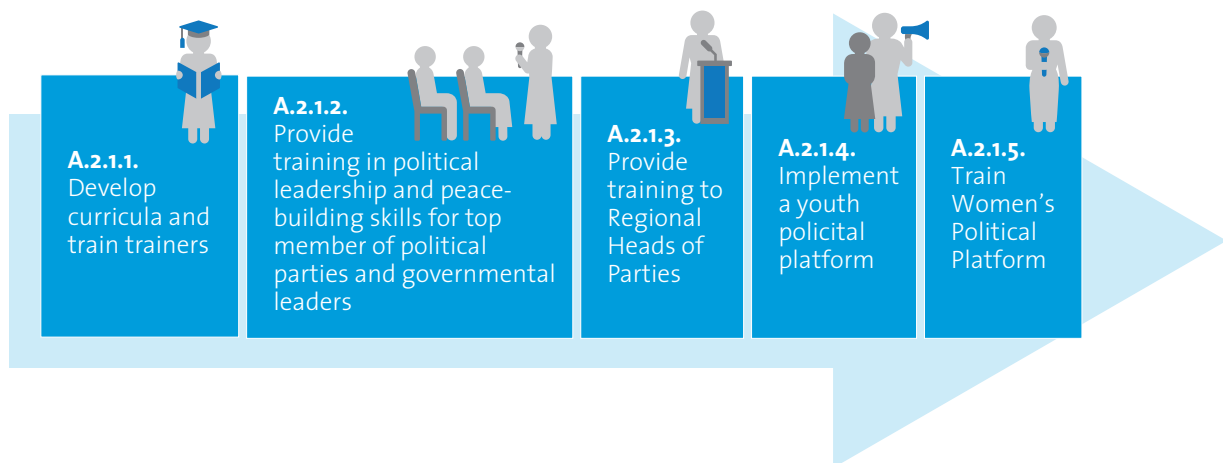
Output 2.1 was not achieved, triangulation of information from different data sources indicate various reasons leading to this result. The three main reasons found, are:

1. Insufficient staff for the amount of work required to implement the project. This was a multifaceted project with many ramifications. Having one coordinator responsible for its implementation in the context of slow operational systems within some RUNOs, was a

limitation for attainment of output 2.1. According to informants from RUNOs and implementing partners who participated in interviews, this situation made it difficult to implement some activities simultaneously and by the time attention was dedicated to the output, the time required for gearing up the activity did not allow for its implementation before the project end date. For instance, according to emails exchanged between the relevant actors, the project coordinator-initiated attempts to discuss how to operationalise the output with the need to adapt it to contextual changes in the country, in September 2019, however, by mid-February 2020, logistical processes to implement the output were still being negotiated.

FIGURE 8

Activities under output 2.1



2. The timing of implementation of activities under output 2.1. The project initiated a year later than expected, and many of its activities coincided with both the legislative elections on 10 March 2019 and the Presidential elections – 1st round on 24 November 2019, and 2nd round on 29 December 2019, which limited the availability of political actors, as they preferred to dedicate their time to their political campaigns and agendas. Particularly regarding activities 2.1.1, 2.1.2 and 2.1.3.
3. Unavailability of the Women Caucus. According to the final report, the “Activity could not be completed due to the political impasse on the composition of the bureau of the Parliament. Thus, the project was not able to engage with the Women Caucus, which was a key partner for this activity.”³² This limitation was found to be mainly related to activity 2.1.5..

b. Output 2.2: Women and youth’s participation in the elections enhanced through stronger representation as candidates and voters

To reach output 2.2, one activity was planned and implemented, **activity 2.2.1 - Provide training for women and youth candidates**. Output 2.2 was partially achieved, particularly in terms of achieving a stronger representation of women as candidates. The 2019 elections were considered the legislative election with the highest number of female candidates to the national parliament³³. The training provided by the project for women and youth candidates from 19 of the 21 legal political parties that participated in the 2019 elections, could have had an influence on these results. According to project documents, the training benefitted 12 of the 66 women who were top list candidates, and 18 of the 100 who were placed in second position in their party lists. Besides, “of the 2.654 candidates, 1.824 were men and 830 women, many of which first time candidates³⁴”.

96 of the 100 expected beneficiaries participated in the trainings of which, 30 were male youth and 66 women and female youth. According to electoral candidates who participated in FGDs, the training was

32 Final project report, 2020

33 <https://news.un.org/pt/story/2019/03/1663641> (last consulted on 20.04.2021)

34 <https://news.un.org/pt/story/2019/05/1674191> (last consulted on 21.04.2021)

well appreciated, particularly as having contributed to acquisition of skills and information (considered new for some beneficiaries) that were useful for their campaigns such as preparing and carrying out campaigns, using the internet for campaigning; to understanding the legal and political context in which elections take place and with resources on lease, that contributed for more effective campaigns such as cell phones, megaphones, airtime for the phone and /or internet for a one month period and t-shirts with slogans or messages to encourage political participation.

An external factor could also have contributed to these results, the approval of the Parity Law in 2018³⁵. Although only 8 of the 21 parties that participated in the election complied with the Parity Law, and “those who managed to reach 36% of female representation, in terms of candidates...are mostly parties with no expression”³⁶. Not much data was found regarding participation of youth candidates in the 2019 legislative elections.

The 2019 election saw an increase in the number of women members of parliament, from 7,8% (1999) to 13,7%. Besides, 11 of the 31 top government positions in the post 2019 elections are women (35%), considered an historic mark to have such a number of women in the executive power³⁷. Key informants from implementing partners and RUNOs who participated in interviews, believe this result was partially due to the various interventions supported by various actors that have made women candidates more visible within the parties and for the general public. The in-person campaigns, participation in radio and television debates, are said to have contributed to making women and youth more visible in the electoral context. The radio and television debates, where candidates presented their agenda and answered questions by the general public, women and

youth in particular on how they would address certain issues, was found by key informants from government institutions who participated in interviews and electoral candidates who participated in FGDs, to be an innovation in the Guinea Bissau context.

In terms of the political participation as voters, most informants from RUNOS, implementing partners and beneficiaries who participated in interviews and FGDs, had the impression that participation in general in the 2019 legislative and presidential election were high, and that women’s participation as voters in particular was higher than in previous elections. However, no data was found to support those perceptions. On the contrary, for the 1st round of the presidential elections “the abstention rate stood at 25.63%, one of the highest ever in the country”³⁸, compared to 11,11%³⁹ for the 1st round of the presidential elections in 2014. For the legislative elections, the abstention rates were lower, at 15,3%⁴⁰, nevertheless, higher than 11,4%⁴¹ for the 2014 legislative elections. It is possible that the project contributed to a higher visibility of women and youth during the electoral processes, but that has not necessarily resulted in more participation as voters. No official data was found on the percentage of women and men voters.

And lastly, according to electoral candidates who participated in FGDs, some candidates that participated in the training had no political aspirations and accepted to participate in the training due to loyalty to the party, the leader or family member in the party. However, even the participants of the FGD who indicated having no plans to engage again in political campaigns, felt that they benefited from the training, particularly in terms of building confidence to speak in public and in increasing awareness of self.

35 Law 4/2018 of December 3 aims to promote equal opportunities for women and men in decision making forums; establishes a minimum of 36% of women in party lists for elective positions and establishes sanctions in case of non-compliance.

36 <https://www.dw.com/pt-002/dia-da-mulher-mulheres-guineenses-desapontadas-com-partidos/a-47822069> (last consulted on 20.04.2021)

37 <https://www.dw.com/pt-002/novo-governo-guineense-tem-alto-%C3%ADndice-de-participa%C3%A7%C3%A3o-feminina/a-49492419> (last consulted on 21.04.2021)

38 <https://www.dw.com/pt-002/minuto-a-minuto-resultados-das-elei%C3%A7%C3%B5es-na-guin%C3%A9-bissau/a-51431244> (last consulted on 20.04.2021)

39 http://www.cne.gw/images/docs/EP_2014_1_VOLTA.pdf (last consulted on 20.04.2021)

40 <https://www.dw.com/pt-002/ao-minuto-paigc-vence-elei%C3%A7%C3%B5es-na-guin%C3%A9-bissau/a-47883308> (last consulted on 20.04.2021)

41 <http://www.cne.gw/resultado-de-2014> (last consulted on 20.04.2021)

c. Output: 2.3: Women and youth contributed to monitoring the electoral process and solving incidents that may arise through the Election Observatory

This output was reached through **activity 2.3.1 - Reinstate the Election Observatory**. A civil society election monitoring and situation room was established during the legislative elections in March 2019, in collaboration with the European Union, UN Women, UNFPA, UNIOGBIS and various civil society organizations. According to project reports, 420 monitors⁴² were mobilized all over the country to verify the occurrences that could have affected the adequate conduct of the voting process, including gender-based violence. The civil society election observatory complemented the role of international electoral observers from CPLP, the African Union, CEDEAO, the United States and the European Union.

The civil society election monitoring builds upon the first experience of domestic monitoring during the 2014 elections supported by UN Women and UNDP. In 2019, financing of the civil society election monitoring was co-funded – PBF and UN Women funded 220 monitors (110 from REMPSECAO and 110 from PPM); and the EU funded 200 (180 from GOSCE and 20 from WANEP). This joint initiative allowed for, according to electoral observers who participated in FGDs and implementing partners who participated in interviews, the existence of more monitors in every section of the country, which has contributed to successful real-time monitoring of both legislative and presidential elections and occurrences related to the electoral process. The decision to support various civil society groups in monitoring the elections was pertinent, amongst others, it avoided the duplication of efforts and allowed for a unified civil society voice on the analysis of the election results. Challenges were

reportedly related to the delayed disbursement of funds by the EU, which affected the other half of the team as well as initiation of activities, however the activity was perceived by informants (observers, local leaders, implementing partners, RUNOs) who participated in interviews and FGDs, as having achieved its goal to prevent and mitigate potential conflicts and other threats that tend to emerge before, during and after the elections as well as to raise awareness for voters.

According to the final activity report, the electoral monitors were also instrumental in identifying, during the 1st round of presidential elections, the areas where fewer women and/or youth had voted, and intensified awareness raising activities to encourage women and youth to vote in the 2nd round of presidential elections. According to electoral observers who participated in FGDs, more women and youth voted in the 2nd round in those areas. According to data from the CNE, abstention rates reduced during the 2nd round, although this information is not disaggregated by sex, age, nor regions.

Various approaches used in this activity were innovative for the context, i.e., the focus on gender parity among the electoral monitors, the transparency and real time access, analysis and use of information which strengthened the credibility of the initiative, the participative manner in which the situation was managed (between the CSO and the donors), having mainstreamed gender-based violence in the general set of indicators identified for the monitoring of the elections and, the facilitation of space for reflexion and learning between the legislative and presidential elections, to allow for improvements. These processes in themselves were opportunities to practice democratic principles, consensus building and conflict resolution, which are aligned with the problems the project wanted to address.

42 Of which 43% were women, 57% men and 42 were special needs monitors (Fact sheet, civil society electoral monitoring cell, no date)

3.4 SUSTAINABILITY

Given Guinea Bissau's history with political instability and its effect on the economic and social dimensions of development, the sustainability of most interventions for peacebuilding and development are tied to donors' interests and priorities in the country. Additionally, a portion of the support from UN agencies is likely to reduce due to closing of key offices, UN Women closed its office in Bissau in 2020, UNIOGBIS' mission ended in December 2020 and both offered strong support to work on women empowerment, women and youth political participation and peace building, which is likely to affect access to funding for projects similar to the current one.

A. Exit strategy

The Project did not have an exit strategy as such outlining the strategies to ensure continuation of the Project components without the support of the funding obtained for the Project. Taking into account the high external financial dependency of national organizations and public institutions, the Knowledge Fair under output 1.3, is the closest action to an exit strategy. However, it was not implemented, and only covered the beneficiaries of the grant scheme. A booklet with a summary of the information that would be exhibited at the knowledge fair, was according to RUNOs who participated in individual interviews, distributed among donor organizations. During the evaluation no evidence was found of a new relationship established between the CBOs beneficiaries of the grants and donors, as a result of information found in the book. Although a key informant from the RUNOs mentioned in an interview, her/his awareness of local NGOs having drawn the attention of Swissaid and the EU, which could lead to future collaborations, it was not possible to confirm the information.

Nevertheless, the existence of projects with similar outcomes, such as the UNFPA/UNICEF project on youth empowerment, UNDP projects on democratic governance reform and on women and youth empowerment, and WFP's continuous intervention with rural women and rural women's productive associations are opportunities to sustain some of the outputs obtained by the current project.

B. Ownership of Project goals

All the local stakeholders contacted through individual interviews and FGDs, expressed their interest in continuing work on women and youth political participation for peacebuilding and development but that due to the dependency of most NGOs, CBOs and government institutions on external aid they are not certain of what part of the work will be possible to be continued.

The involvement of INDE and DGAENF staff in all the stages of development of the literacy component, strengthened according to the staff who participated in FGDs, the capacities of the technicians involved in these areas and, achieved a commitment from the staff to defend the need to include literacy in the national budget. According to interviewees from implementing partners, the DGAENF successfully managed to get literacy included in the 2021 budget items, although, no budget was allocated to it. Both institutions plan on continuing with the literacy component, when funds are made available either by the government or by donors.

No evidence was found indicating local NGOs commitment to pursue other peace-building activities as a result of involvement in this project. Nor any particular commitments by other actors, including the government, political parties, etc., to foster sustainability of the results obtained.

Some individual beneficiaries, women and youth are interested and pursuing some of the project's goals on their own and through the resources they were exposed to by the project. For example, according to informants, beneficiaries of the literacy and leadership T4T who participated in FGDs, some literacy facilitators are carrying out literacy classes in their backyards, even without enough literacy materials for all the trainees or a subsidy (usually paid to literacy facilitators). And trainers of the leadership and peacebuilding trainers have integrated the new values learned in their relationships with family members and with their communities in general.

Plans by women and youth candidates who were not elected to continue working in their communities between electoral processes were not found. Also, no plans by implementing partners and political parties to support the women who were elected to use their positions to contribute to gender equality and defend the issues identified by for instance the rural women in the regional forum, were found.

C. Capacity of partner organizations

According to informants, beneficiaries of the small grants, the project had, through the implementing partners Plan International and SwissAid, a strong component of strengthening organizational capacities through training and mentoring. For some community-based organizations that benefited from the grant's scheme, this translated into improving their management systems (bookkeeping, reporting systems, monitoring systems, transparent financial management systems, work planning techniques) and awareness of gender equality issues and human rights. Some organizations are still using the organizational and project management systems introduced or plan to use them the next time their activities are funded.

However, on issues such as awareness/ knowledge of gender issues or on leaderships issues, no plans on how to use or integrate them in organizational cultures, were found.

In the view of interviewed implementing partners, for the large implementing organizations, such as Tinguena and Ubuntu, the results of the Project are likely to continue because the activities they were involved in were already part of the organizations' portfolio and funding.

In the case of CBOs, the rural women's associations and some CBOs that benefitted from the small grants' scheme, they are likely to continue with the activities related to their core business. According to the women's associations consulted through FGDs, women's associations continue active, however, they lack the resources to replicate similar spaces of dialogue with politicians as provided by the project. And besides, local decision-making forums have not been changed to accommodate women's participation or interests, they function as they did before the project was implemented.

D. Achievements in gender equality and peacebuilding

Promotion and maintenance of both gender equality and peacebuilding depend on a multitude of dynamic factors. The project seems to have contributed to more visibility of women in non-traditional female roles in political processes such as, as political candidates and electoral observers. Contextual factor such as the approval of the Parity Law and a current government with 35% of women offer momentum into what was achieved by the project and potential opportunities to pressure for similar changes in other decision-making bodies.

FGDs with rural women beneficiaries, highlighted that their participation in the project allowed some women to be aware of the unequal gendered power relations in their households and communities, of how those relations limited their ability to decide on where to sell their products, on the use of their income from and on their participation in public and decision-making forums. However, they also indicated lacking the tools to change that situation and negotiate their needs and interests with husbands and male elders in the communities.

In terms of peace building, the unpredictable political dynamic of Guinea Bissau makes it difficult to assess the sustainability of the achievements related to peacebuilding. However, the local initiatives supported by the small grant schemes addressed local issues involving local actors, which are likely to sustain, precisely because the stakeholders seem to have owned the processes. However, the weakness of state institutions to guarantee the application of the legal instruments, such as the Parity Law, makes such achievements vulnerable.

3.5 IMPACT

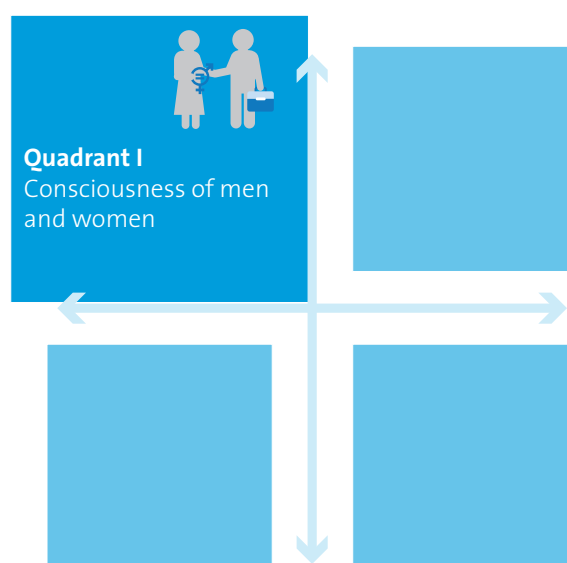
The analysis of the potential impact of the intervention is presented through the gender analysis matrix. The matrix is used to discuss if and how the project contributed to significant changes in its' four quadrants. These quadrants represent the different dimensions of how gender powered relations are reproduced and changed as well as illustrates how changes in one quadrant do not automatically affect the remaining quadrants. Annex 7 offers a summary of the project's potential impact illustrated through the gender analysis matrix.

A. In relation to the consciousness of women and men

Particularly through the training activities, the project contributed to the increase in the consciousness of both youth and women of their civil rights such as to vote, to monitor and support the electoral processes or as candidates. Beneficiaries of the project felt that their votes were important and that it was worth participating in electoral processes. This is an important contribution to a culture of peace and democracy, as it cements the belief that political processes can be peaceful and trustworthy.

Women and youth beneficiaries of the leadership training also seem to have increased their awareness of their internal powers to solve personal problems, and their capacity to contribute to a culture of peace in their communities. Some beneficiaries have experienced personal transformations, as reported by their peers who participated in FGDs, as a result of their participation in the project. These transformations have led them to results such as ending abusive relationships, employing peaceful strategies to solve conflicts at family and professional levels, and using own resources to provide literacy classes for women in their communities or to create spaces for dialogue around issues their associations try to solve.

Rural women, through training and awareness raising activities, have increased their awareness of their low status in society and the gender inequalities they are subject to. Rural women are able to articulate how discriminatory norms they are bound to, affect their ability to contribute more to the political, peacebuil-

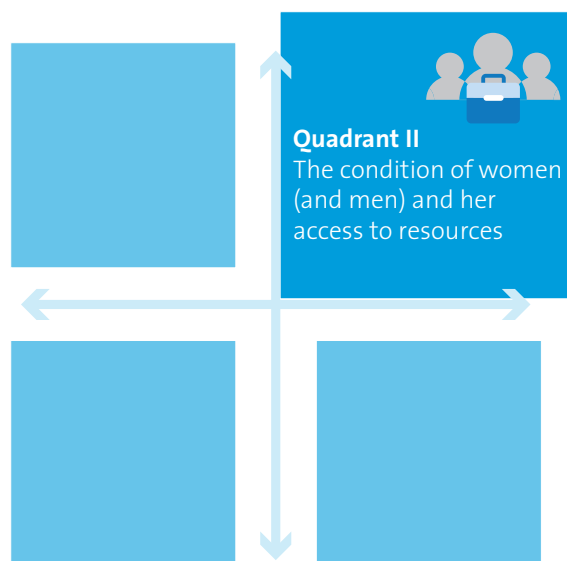


ding and development processes as a whole. No evidence was found of them having initiated actions to deal with their low status and discriminatory norms, nevertheless, awareness is a step in the process of empowerment and can be capitalized in future interventions. The participative approach in management and monitoring of the grants' component of the project, allowed, according to beneficiary of the small grants who participated in FGDs, for all the stakeholders to get a deeper understanding of different types of discrimination existing in the country. For example, it increased the awareness about discrimination suffered by people with albinism and other forms of harmful traditional practices.

B. In relation to access to resources

The participating women and youth received tangible benefits from the project that impacted their lives, i.e.:

- i. Training materials on literacy and leadership and peacebuilding in general adequate and relevant to the context.
- ii. Skills and capacity to engage in electoral process (prepare a campaign, run for elections, debate around issues of interest, etc.).
- iii. Information on the functioning of the electoral process in Guinea Bissau, instruments and laws guiding the political process in the country, basic principles of democratic political systems and sources of funding for political parties, etc. This information was reportedly useful for veteran and new candidates alike, since few had had access to it before.
- iv. Innovative approaches to support political participation and peacebuilding, such as the small grants and work with CBOs, the radio and television debates with candidates as well as the regional forums, were unique spaces of political dialogue with potential to influence change in the inclusion of women and youth in peacebuilding and political processes from bottom up. Related to empowerment of rural women, urban women and youth with capacity to impact other women and youth's lives and government priorities.
- v. Access to a civil society electoral observatory approach, allowing for access to information at real time and trust in political processes.



The project seems to not have had any impact on one of the factors of limitation of youth and women's participation as candidates in electoral processes - lack of financial resources to fund their campaigns. Most parties in Guinea Bissau favour candidates that have the resources to fund their candidacy. Women and youth are usually not among this group, even with a strong political program, due to their lack of ability to self-finance their campaign.

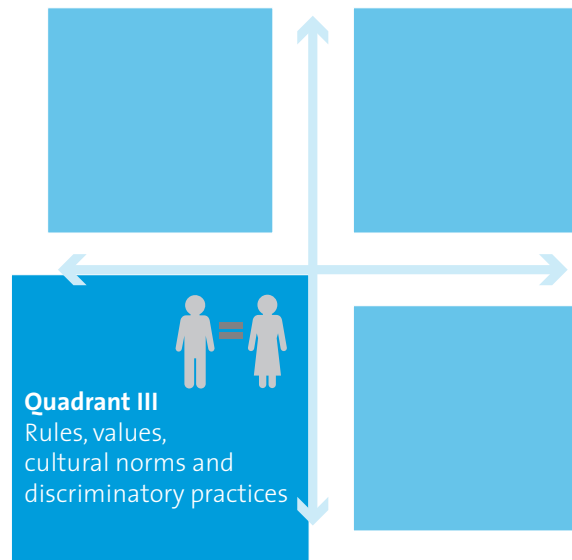
C. In relation to social norms and values

Although gerontocracy structures prevail in the country – young people and women are contesting to some extent, the elders' decision on whom to vote (according to local implementing partners who participated in interviews and beneficiaries of the leadership training and local leaders who participated in FGDs). This is probably influenced by other factors such as social changes in the country that lead to youth's eagerness to be part and beneficiaries of socio-economic development in the country.

It is likely the project contributed to strengthening the belief that ethnic and family-based political loyalty can be changed, through the awareness campaigns on free and transparent elections and the right to vote. Key informants from CBOs beneficiaries of small grants who participated in FGDs, indicated that in the last election more of the young men and women in their areas refused to vote according to the indication of the patriarch in their household.

The project also contributed to challenge certain discriminatory social norms by increasing the visibility of women and youth as active and not passive political actors, by providing resources like training to enhance their participation in political and peace-building processes and by facilitating the political forums discussed in chapter 3.3.

The evaluation found no significant evidence of impacts on social norms that determine gendered power relations that influence women’s political participation. The perception that women’s life priority should be marriage and building a family prevails, which is also influenced by the norms that require, particularly in rural areas, the husband’s (or fathers’ at some situations) permission for women’s participation in public life – decision making forums, peacebuilding forums, access to distant markets, etc. In some cases, if women are able to take care of all the domestic responsibilities and there is still time, she might be allowed to participate in public forums. The project did not offer specific tools for the women and communities to address these limitations.

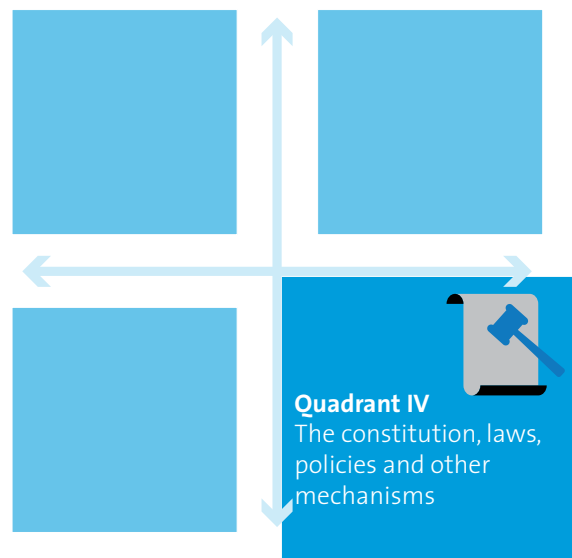


Therefore, a negative impact on the women who choose and manage to have an active political life, is an added burden of responsibilities, since they will continue to be the sole or main responsible for the care economy in the households and communities.

D. In relation to formal norms

Through interventions and collaborations, the Project contributed to the efforts related to the approval of the Parity Law. The final version of the law felt short of expectations, as it resulted in a Quota Law and not a Parity law as was proposed. And the proposal to impose ‘zebra lists’ where women and men’s names in the list are presented successively, was also not included in the approved Law. However, the quota of 36% of women in still accounts to a higher number of women representation than has ever been seen in the country.

The project also contributed to the preparation of a Code of conduct on behaviour ethics to be observed during the elections, which was signed by 8 presidential candidates.



3.6 GENDER AND HUMAN RIGHTS

A. Gender equality and human rights concerns

Gender equality and human rights concerns have been integrated in the design and implementation of the project. The project design was influenced by a consultation forum with women and youth in Guinea Bissau, that helped identify the limitations and priorities for women and youth political participation in the country. The 'leave no one behind' approach was also taken into consideration by targeting collectives whose choices and opportunities are limited by factors such as gender, age, disability, place of residence, access to public services, unemployment, poverty, education - who are more vulnerable to shocks due to the impact of conflicts, violence, economic crisis, etc. The project through the small grants and the electoral monitoring outputs, created space for groups usually excluded from development and peacebuilding processes – women, rural women, people with albinism, people with disability, youth, to benefit from it.

The project was also implemented through stakeholders with expertise in gender issues and human rights, advocacy and training on leadership such as Plan International, Swissaid, Tinguena, Ubuntu Academy and Women's Political Platform. Civil society organizations, community-based organizations, including women's organizations were engaged and active in the project, contributing to its' ownership and to influencing change at grassroot levels, where women and youth are also excluded from decision making processes. Additionally, the project intentionally pursued to engage women and youth beneficiaries, as trainers, trainees, electoral monitors and as a result in most of the activities, the participation of women was around 50% or more and all the males involved were youth.

Gender quantitative indicators were included in project design allowing it to know who was benefitting from the intervention. Nevertheless, the project design did not identify gender qualitative indicators to allow it to know if and what was changing in terms of gender relations.

B. The approaches

Taking into consideration that gender equality, peacebuilding and development are achieved in the long term, and that Peacebuilding Fund funded projects are usually implemented in the short/medium term, the project lacked approaches that also addressed informal rules of the game that are deeply entrenched and create strong patterns of exclusion. Approaches that have proven human transformation potential by allowing for individual and collective awareness, reflexions and actions which can be related to setting individual and collective gender equality and peacebuilding goals.

The project seemed to have focused on a Women in Development approach by bringing the women into existing development and peacebuilding processes – satisfying their basic needs such as access to literacy, information, skills, tools for campaigning, etc. Women and youth are supported in the social position they have been assigned. However, the project approaches seldom address the status quo by challenging gendered power relations which limit women and youth's opportunities to engage in political participation in the country. These include issues such as women's subordinate social position in relation to men and less voice and decision making; youth's subordinate position in relation to elder men, less control of resources, unequal distribution of the care work leading women to be overloaded with work when engaging in public life, etc.

In regard to human rights, the project adopted a promotion of human rights approach, supporting work on advocacy for adoption and compliance of national, regional and international codes of respect for human rights. For instance, the project indirectly supported the preparation of a code of conduct aimed at electoral candidates to avoid electoral-based conflicts.

4. CONCLUSIONS, RECOMMENDATIONS AND LESSONS LEARNED

Conclusions are drawn from the team’s analysis of the findings of the evaluation above. The conclusions emerged from multiple findings in the course of the evaluation.

4.1 CONCLUSIONS

A. On relevance

1. The project’s objective to contribute to women and youth empowerment in order to engage in the political life of the country to consolidate peacebuilding and socioeconomic development **is relevant to the situation of Guinea Bissau** and fully aligned with the government’s national development objectives. These objectives are in line with internal legal and policy frameworks but which the government fails for various reasons to implement. The successive political crisis in the country, have repercussions in the capacity of the state to provide for basic needs such as nutrition, safety, health, education, livelihoods, which exacerbates tensions and insecurity.
2. In the opinion of all consulted stakeholders, beneficiaries, partners, opinion leaders, the project **is highly relevant to the needs of women and youth** who are traditionally excluded from the benefits of development processes due partially to entrenched social norms that give priority to men, particularly elderly men over women, girls and young men. And addressing barriers to gender equality and youth exclusion can contribute to their voices and interests being accounted for in decision making and peacebuilding processes. The programmed plan of the project was also timely in the context of Guinea’s complex political dynamics. It was due to begin before the legislative and presidential elections took place, giving it time to strengthen the human capital, leadership skills and environment, necessary for peaceful political processes, including electoral ones
3. **Limited design and cohesion have affected the project’s ability to deepen the benefits of the project.** The project was designed with an open-ended scope and failed to prioritize in a more realistic fashion, and thus dispersing its benefits. The program also lacked a clear exit strategy to ensure continuation of its outputs and outcomes when funding ended.
4. **The monitoring system had a number of shortcomings affecting the overall ability to understand social change,** if any. Most of the indicators identified focus on activities rather than results and hardly any qualitative indicators were found. The quantitative indicators identified offer information of who has benefited from the intervention but not of what has changed in their experience of political participation because they have received the inputs from the project.
5. **The theory of change responded to some of the identified limitations to women and youth’s political participation** such as functional and political literacy, information on opportunities for democratic participation and skills building to participate in electoral processes. However, it **did not clearly define the pathways of change** envisioned by the intervention. The different levels and hierarchies of expected changes are not clearly established (long term, intermediary and short term) and therefore the causal links between them are not elaborated in detail. Additionally, the theories developed, seem to be incomplete in the sense that they don’t consider the full extent of the sources and drivers of women and youth disempowerment in Guinea Bissau, such as existence of institutional discrimination and deep rooted gendered and culturally power dynamics.

B. On efficiency

6. **The time-efficient aspect of the project did not fair very well.** It only managed to secure a coordinator for the project a year after it began, long lasting negotiations to establish partnership with a public institution affected achievement of a key output of the project, electoral periods affected the calendarization of activities and the covid-19 pandemic led to the cancellation of various outputs. One project manager was not enough for the number of simultaneous activities that would have needed to be carried out in order to ensure timely implementation of the project. Additionally, the bureaucratic processes in the functioning of the RUNOs, frequently slow, is a risk that as not sufficiently identified and cautioned, and negatively affected the time efficiency of the project.
7. **The project then generated a successful structural model/platform for an implementation of a complex single donor/multi-agency/multi-beneficiary intervention** and for creating synergy with other donor interventions in the country. The coordination meetings were considered the strongest point of the managerial structure, by implementing partners and beneficiaries, because it reportedly demonstrated high level of flexibility and ability to react promptly to identified needs and created a space for joint coordination and collaboration. Throughout the Coordination Meetings a great deal of efforts was made to improve inputs of the three UN agencies into delivering as One framework. Overall, the project structure succeeded in creating vertical and horizontal synergies between participants and actions at all levels. The project was also successful in establishing synergies with other interventions and actors not envisioned in the project design.
8. In general, for the implementing partners, **the financial resources allocated to the components they implemented was enough to achieve the intended results.** Although disbursements were often delayed which was challenging for the management of their resources and particularly for the resources of individual beneficiaries.

C. On effectiveness

9. **The project failed to achieve output 1.1 – ‘Women and youth leaders trained in functional and political literacy’ and output 2.1 – ‘Top members of political parties, governors (specially youth and women) are trained in political leadership and peacebuilding skills’.** Consequently, both project outcomes (Outcome 1 – ‘Leaders and members of women and youth organizations actively participate in democratic processes and contribute to peace and stability through implementing change/dialogue initiatives’ and outcome 2 – ‘Women and youth effectively participate, accompany and ensure fair and equitable electoral processes’, were partially achieved.
10. The project nevertheless, **achieved output 1.2 – ‘Youth and Women leaders at the grassroots level are trained in political leadership and peacebuilding skills’, output 1.3 – ‘Grants Facility for Youth and Women-led Dialogue or Change Initiatives that promote peace and stability developed and implemented with training and on-going accompaniment for effective implementation of initiatives’, output 1.4 – ‘Rural women advocate more effectively for their rights and needs’, output 2.3 – ‘Women and youth contributed to monitoring the electoral process and solving incidents that may arise through the Election Observatory’, and partially achieved output 2.2 – ‘Women and youth’s participation in the elections enhanced through stronger representation as candidates and voters’.**
11. **Various reasons led to the non-attainment of some outputs,** cumulatively, delays in initiating project implementation, a lengthy negotiation process with one of the key implementing partners, insufficient coordination staff for the amount of work required to implement the project, inadequate timing of implementation of some activities that coincided with the electoral calendar, unavailability of the Women Caucus and the COVID-19 pandemic.
12. The limitations of access to participation in political and peacebuilding processes are found in all areas of society and therefore all the outputs target excluded groups. Nevertheless, the **non-achievement of the outputs affects contributions to one of the major limitations to Bissau Guinean women which is access to literacy and/or education.** The second output which was not reached affects the capacity and/or opportunity to promote

change in social norms that limit women and youth's political participation from within the parties. It is not possible to determine if that would have happened, but the potential for it with the right tools to facilitate change processes seemed to be there.

13. **The project introduced innovative approaches to the Bissau Guinean context to address the inequalities it had identified.** It facilitated access to small grants for community-based organizations interested in addressing pressing issues in their communities. This approach was innovative in the sense that it managed to reach groups that usually do not qualify for project funding by donors because they do not have the administrative and financial requisites and allowed them to 'promote their own concept of development' with relatively small funds, tapping into local stakeholders, methods and interests. It allowed the CBO to practise peacebuilding in their communities by solving issues that could be or are sources of conflict locally. It was expected that on completion of this project, Guinea-Bissau's youth and women leaders would be empowered to design and manage social change initiatives and participate in greater numbers in electoral processes at national and regional levels. The management structure, where all grants beneficiaries interacted with each other also allowed for the awareness raising of the numerous ways' discrimination is practised in the country and allowing other actors to endorse and adopt the causes of others. For example, grant beneficiaries had included awareness of people with disabilities or with albinism in the activities they were carrying out as a result of their new awareness of the discrimination inflicted on these groups.
14. Another **innovation is related to the support to the Electoral Observatory cell which offered unique experiences to the CSO and the society at large as being part of the democratic processes of the country.** Monitoring done at real time also offered a sense of transparency and fairness and the opportunity not only strengthened the capacity of civil society organizations at electoral observation as well as synergies between CSO and donors. The experience was also innovative in integrating gender-based violence indicators in the kit of indicators to be observed by the electoral monitors, mitigating one of the risks of promoting women empowerment and mainstreaming GBV issues into main interventions in electoral processes as an important stream of political participation and decision making.
15. And the **third innovation is related to the facilitation of advocacy forums for rural women to dialogue and express their needs and interests to politicians/ decision makers.** Due to rural women's systemic exclusion from most of the benefits generated in the country, this output created precedence and ground for strengthening rural women's participation in decision making forums. The forum created under the project is not sustainable, it was a one-off event, however the rural women have been trained on advocacy and those skills can be capitalized on to facilitate more inclusive local decision-making forums.
16. The project focused greatly on a training/capacity building approach with most of the outputs. The challenge with this approach is that the inputs received by beneficiaries are usually one-time-off and with a short-period project, it is not always possible to dedicate enough time for follow up activities that support trainees in applying the acquired knowledge to transform their lives. In this sense **two things were found missing that have proven potential to support in the transformation of unjust social norms:** (i) a conscious approach to challenge gender norms that create discrimination against women and youth. Most of the approaches did not question the unjust social norms but added the expectation of one more role on women, to participate in public life without negotiating the sharing of the care work with male household and community members; thus, adding a burden on women. (ii) Use of transformative approaches, that go beyond the 'course' and facilitate transformation from action learning – allowing women, men and youth to reflect about what and how they would like to change in order for the relationships in the household and community to be more just, including working specifically with men to transform perceptions of masculinities that can be toxic for gender equality purposes. For the women and the youth to be sustainably supported in their empowerment processes, the men also need to be empowered to embrace forms of masculinities that are not centered on dominance of the other.

D. On sustainability

17. Although progress was made towards the projects' outputs, the sustainability of a short-term project with multiple ramifications and stakeholders is questionable particularly in a context of high dependency on external funds for the implementation of initiatives, be they public or from the civil society. **UN agencies' intention and resource mobilization to continue with work with women and youth, with strengthening of public institutions, makes it possible to give continuity to the outcomes of the project.** The work of UNFPA, UNDP, UNICEF, WFP around the issues of political participation, women and youth political participation, women empowerment, coupled with the likeliness of larger NGOs securing their funds and regular activities similar to their role in the project, contribute to the sustainability of project goals.
18. **For the rest of the stakeholders, including the government institutions and the CBOs, the continuity of their work around the project goals is highly unsustainable without external financial support.** For example, project goals have not been embedded into executive, legislative or electoral institutions, nor into the national organizational budgets. However, a precedence has been set in terms of achievements in gender equality particularly in terms of women's participation, women in government which is likely to sustain. Women's groups are also likely to continue with their awareness raising activities and advocacy which can contribute to the sustainability of achievements in terms of gender equality. For these reasons, women and young women's increased awareness of their rights is likely to sustain as they continue discussing these issues in their associations, although their ability to turn that awareness into improvement in their status and their control of the resources that affect them is yet to be seen.
19. **The knowledge introduced through the trainings and the mentoring to NGOs and CBOs, especially around project and financial management is likely to continue,** some NGOs and CBOs had by the time of the evaluation integrated new systems in their organizational management, as a result of support from the project, such as reporting, financial management, teamwork systems. These changes also increased their opportunities to apply for funds they found inaccessible before, thus contributing to their interest in maintaining them. Through the dialogue and peace building initiatives by CBOs applicants to the small grants, environments conducive to peacebuilding have been created through opportunities for solving local problems and conflicts with local stakeholders through locally created solutions.

E. On impact

20. **The project has had an important impact in increasing the awareness and knowledge of the target population about their internal powers to change their circumstances,** the social construct of the unjust norms that govern them, of diverse forms of discrimination – all of which have an effect in building human capital to create the environment for further changes in the direction of peacebuilding and creating inclusive development processes.
21. The project's facilitation to access to resources such as discussion forums, training on political processes, dialogue with politicians and candidates, electoral observation forums, for example, **had an impact in creating a culture of political dialogue, in increasing women and youth's participation in political processes and in the visibility of women and youth as political actors.**
22. The project's **limited impact on the social norms that create the gender powered relationships that influence women and youth's political participation** namely, women's dependence of a male authorization to participate in public life, perception of marriage as women's life priority, influence of elder men in decisions taken by youth and women, might be influenced by aspects discussed earlier about the project's shortfalls in challenging gendered power relations and gerontocracy. None of the project's outputs, nor activities, nor approaches are conducive to challenging discriminatory social norms around gender and ageism.

23. Although changes in all the four quadrants are important, a **holistic approach to transforming the power relations that limit women and youth's participation in peacebuilding and political processes, requires that at least one action from each quadrant to transform limiting social norms.** The Parity Law might continue to face challenges for its implementation if social norms that resist it are not challenged and if the State does not force compliance with it. The resources, skills, information and knowledge the beneficiaries have yielded from the project are a gain, however they too are limited by unjust social norms. For example, if a young man with access to all the resources provided by the project cannot use them effectively because his father does not allow him to, or if a woman cannot use the resources, she had access to because her husband does not allow her to. Additionally, addressing unjust social norms allows the project to reduce the pressure on women to be the ones who have to change, adding one more responsibility on others they already carry. This, an added burden on women was an unintended impact of the project. To women's reproductive and productive responsibilities, they were expected to add the political/civic responsibilities, without sharing the other responsibilities, particularly with male members of their households.

F. On integration of gender equality and human rights concerns

24. **Gender equality and human rights were successfully integrated in the design and implementation of the project** in terms of selection of stakeholders, beneficiaries, qualitative indicators and addressing pressing needs and limitations to women and youth's political participation, identified by national actors. However, the focus on quantitative indicators limited the scope of qualitative changes in gendered power relations the project addressed.
25. **The deeply rooted social norms that sustain the gendered and gerontocratic power relations that limit women and youth's voice in decisions that affect them and participation in decision making and peacebuilding forums, were not directly addressed.** Consequently, no indicators were identified to measure changes in power relations. The project centred on a 'Women in Development' approach, through which, women and youth were integrated in areas they are usually excluded from, without changing the norms that affect that exclusion. The fact that women's decisions require the endorsement of their husbands or fathers and that elder men expect younger men and women in general to accept their decisions, was not directly challenged. Meaning that it was mainly the 'excluded' that were expected to change, which usually implies a burden in responsibilities, particularly for women. A 'gender and development' approach that addresses the gendered limitations of political participation would have been more appropriate.
26. **Participation in the public sphere implies an added responsibility if the women remain the sole responsible for the reproductive work.** The project missed on opportunities to reduce such burdens on women and to challenge unjust social norms by (1) working with men, helping them challenge and reflect on masculinities for transformation; (2) adopting approaches that allowed for collective, particularly at household, reflexion on injustice within the collectively and joint identification of solutions including change at the individual level for both women and men. These include action learning approaches that allow both women and their households to address inequalities as a problem of the society and not only of women. Thus, relieving women of the burden of being the only ones expected to change in order to reach gender equality and involving men in pursuing and living the necessary changes to pursue gender equality.

4.2 RECOMMENDATIONS

The Lessons learned (chapter 4.3) and recommendations presented in chapter 4.2 have two sources. Some lessons and recommendations emerged from the evaluation fieldwork - where several documents, interviews, or focus group participants noted specific lessons learned from the implementation of the projects or made recommendations that flowed from their experiences. Other lessons learned and recommendations are drawn from the conclusions in chapter 4.1 and comments received from the EMG on the draft report. The recommendations are presented in a 'tentative' prioritization based on the consultants' perceived expectation of potential impact of similar projects on changing social structures and norms that perpetuate unequal gendered access to peacebuilding and decision-making forums (from most to least priority).

RECOMMENDATIONS

4.2.1 Adopt other power relations-transformative approaches

Based on conclusions 16, 22, 25 and 26, it is recommended that when the **RUNOs** implement projects with a gender marker 3, that approaches that couple strategies for gender equality and women empowerment are adopted. Approaches with focus on (i) work around power relations with men, addressing 'toxic' masculinities; (ii) facilitating action learning processes based on individual and collective (particularly at household level) reflections to change unjust power relations, (iii) challenging and questioning structural causes of women and youth's participation in peacebuilding and decision-making processes in households, communities and political parties, such as discriminatory social norms, hierarchy and discipline with parties and lack of resources for women and youth to fund own electoral campaigns. Suggestions of such approaches include the Gender action learning systems developed in Uganda, gender action learning developed by Gender at Work or Household Gender Analysis for Gender Transformation developed in Ethiopia.

4.2.2 Stronger theory of change needed

Based on conclusions 4 and 5, **PBF** should ensure that IRF projects have stronger Theories of changes. Particularly due to the limited implementation time assigned to such projects, it is unlikely the TOC will be reviewed during project implementation. Therefore, the ToC should develop clearer causal links between the different levels of project's outputs, so the relationship between what needs to happen between each output for the outcome to be achieved is enhanced. Additionally, qualitative gender indicators, that show changes in gendered power relations and in the status of women and youth need to complement quantitative indicators of change. It is limiting to measure empowerment solely with numbers or representation. The funded projects should include indicators that also assess women and youth empowerment in terms of changes in relationships, values, norms and status. PBF should ensure projects clearly comply to PBF's criteria to establish the project's gender marker, such as having a Theory of Change that "*clearly articulates the causal link chain that will lead to greater gender equality and improve peacebuilding outcomes*" and including a "*strong Do No Harm approach and an analysis of gender-specific risks and mitigation strategies*" to reduce negative impacts related to gender inequality.

RUNOS should in the projects they submit for PBF funding, identify clear pathways to ensure the sustainability of project outputs and outcomes when the funding ends. Either as integration into other interventions by the RUNOs or by connecting implementing partners with other donors or strengthening the capacity of implementing partners to raise funds to continue pursuing the outcomes of the project.

4.2.3 Continue support to small grant schemes

Based on conclusions 13, 18 and 19, **PBF and RUNOs** should continue supporting small grants schemes to CBOs. The use of approaches to support political participation and peacebuilding through addressing other social issues of discrimination and exclusion that contribute to instability in the country, should be continued. This approach allows for funds to be accessible to small organizations faster than through regular project funding mechanisms. On the other hand, CBOs in rural and remote areas can easily design conceive projects that require little funding and allows them to promote peacebuilding by contributing to solving burning issues in their local areas, with the local stakeholders. As in this project, priority can be given to women and youth led organizations and to initiatives that seek to solve issues related to women and youth exclusion from decision making forums.

4.2.4 Address the risks related to slow bureaucratic process of RUNOs leading to delays in project implementation

During project design, **RUNOs** should clearly assess the risk of their bureaucratic processes to a timely project implementation. This analysis should determine if their bureaucratic systems will be able to establish the necessary conditions for a PBF project to initiate when planned to, and if not, necessary measures to address this risk should be identified. PBF should include the assessment of these types of risks in the criteria and selection process leading to funding a PBF funded project. Perhaps, a question can be included in the application form, requesting the UN agencies applying for the fund to explain how they would prevent delaying the hiring of a coordinator or coordination team and if they would appoint a staff from the organizations to co-coordinate the project. (Based on conclusions 6, 8 and 11)

4.2.5 PBF funded projects including many stakeholders and beneficiaries should be rethought

According to conclusions 3 and 17, **RUNOs** should rethink peacebuilding projects with multiple stakeholders, beneficiaries and outputs to (i) having more depth rather than spread - supporting deeper processes with higher potential of transforming social norms around political participation, women and youth's rights, access and control of resources, rather than support many 'superficial' processes and work with fewer groups of beneficiaries to avoid dispersion of benefits; (ii) Integrate the project design as a complement to existing initiatives or to a component of an existing long-term project, in order to increase the likewise of sustainability and long-term impact. And if it is a joint UN agencies' project, the agencies at stake should assign one staff member to work with the project to enhance effectiveness, ownership and inter-agency collaboration.

4.3 LESSONS LEARNED

Women and youth empowerment require addressing deep cultural norms at multiple levels

The project's outputs reached the audience that is being affected by the unjust social norms that limit their political participation. Women and youth were trained, sensitized and exposed to resources to enhance their political participation, however many of them were faced with barriers that were not addressed by the project, such as that the preferred candidates are the ones with resources to finance their campaigns and women and youth are usually not part of that group; that patriarchy and gerontocracy have a strong influence on women and youth's voice, decision and opportunities. Therefore, just empowering the youth and the woman is not enough. Men (in the political parties and in the communities) also need to be empowered to deconstruct unjust social norms, to share reproductive roles with women so that their participation in peacebuilding and decision-making forums does not become an added burden into their already numerous responsibilities.

Women and youth's political participation cannot be sustained with one or few-times events

One-time events such as the regional and interregional forums where women and youth can interact with local and national leaders are important resources for women and youth's voices to be heard by decision makers. However, if they are not accompanied with mechanisms for the women and youth to follow up on how their demands are being addressed, or with actions to make, particularly local decision forums more inclusive of women and youth, they are hardly replicable by the women and youth beneficiaries because they lack the resources to do so. Likewise, work on supporting women and youth candidates, when it ends after they are elected, without offering them the resources to navigate in the new decision forum they have entered and on how to advocate for the interests of women and youth, it is more difficult for higher representation of women and youth to be a trampoline to change unequal power relations that pose a risk to peacebuilding.

PBF rules and procedures can be limiting

In the context of the IRF, projects are limited in time. The 18-month time-ceiling for projects is too short for effective peacebuilding and effective women and youth empowerment. This may especially be the case in contexts of successive political instability like Guinea Bissau where the weakness of state institutions means processes of collaboration take longer, which affects the period of project implementation. The nine-month extension – the maximum length of time allowed under the IRF – is also not long enough to address the longstanding problems of the Bissau Guinean democratic instability, successive crisis and their effect on women and youth's exclusion from peacebuilding and decision-making processes. Particularly in stand-alone interventions, not integrated into other medium-long term ones that could ensure sustainability of the outputs and outcomes of the short-term project.

Joint UN agencies implementation of PBF require internal coordinators

Under the IRF, with such a limited time to implement the project, UN agencies applying for a joint project need to appoint an internal staff that will also be responsible for each particular agency's role in the project, independently of hiring a UNV as project coordinator. Because some agencies have lengthy and complex hiring processes, or it might take long to find the right coordinator, the project can initiate with the agencies' staff while the hiring process evolves and thus utilize all the possible time for implementation of the project. On the other side, for projects with many competing activities, it is less effective to live all the coordination weight on one person. Effective joint collaborations require a lot of time and commitment from all parts involved to construct the collectiveness around the special input of each agency.

With PBF depth is better than spread

The 18-time ceiling for PBF funds is too short to initiate interventions that will sustain when funds from the project cease, particularly in contexts like Guinea Bissau where public funds are extremely limited. In this context, the dispersity of beneficiaries leads to the dispersity of resources which limits sustainability because it is harder timewise to support processes, and short or one-time events end up being the preferred approach to reach the outputs and outcomes. It would have been better to support a smaller set of beneficiaries, support them in different spectrums of political participation (electoral, leadership, gender equality and inclusivity, etc.), and offer inputs that can be continued with little resources.

Project management systems where beneficiaries need to advance resources in order to participate can be burden for beneficiaries

Projects aiming at excluded groups, can be an added burden or source of frustration to participants if they have to advance money, they do not always have in order to benefit from the intervention. Most of the beneficiaries of the project were from economically deprived contexts, some activities required they advance the money to pay for transport and accommodation to be reimbursed after the activity. Some participants had to borrow from family, friends and fellow beneficiaries. In other cases, participants advanced the money for transport and were later not fully reimbursed for reasons that were not explained at the beginning. This can create frustration among beneficiaries who have to borrow money and those that get reimbursed less than what they advanced. The terms of cash advancement to participate in project activities have to be communicated when participants are being invited to participate in the activity.

5. ANNEXES

ANNEX 1. TERMS OF REFERENCE

Final External Evaluation of the “Supporting Women’s and Youth Political Participation for Peace and Development in Guinea-Bissau”

1. Background and rationale: Socio Political and Economic Situation of the Country, Challenges and Opportunities for Youth and Women

Broadly speaking, young people in Guinea Bissau express an attitude of despair and victimization toward the seemingly insurmountable gap between their current life and what they perceive as their unfulfilled needs and desires. Gender-based violence remains a serious threat to the development and participation of women and girls, yet only 10 percent of women avail themselves of the justice system. This situation indicates a serious lack of trust in state institutions and services.

Women and youth have remained under-represented in the parliament under the current and previous governments, as well as in political parties, defence and security forces, and overall leadership positions. Since the 2000 elections, women have held, on average, only 10 to 15 percent of National Assembly seats (14/102). In 2019, the country entered an electoral process, the result of which showed the desire to include women in the political process.

In the political parties of today, women party members are often relegated to subservient roles such as food preparation. It is also not uncommon for parties to disproportionately place women candidates in difficult or unwinnable seats, making the frequency of these nominations a false measure of participation. Voices from the youth wings of the parties are represented by men over 45 years of age. The youth cadre is disempowered, actively silenced, marginalized, or instrumentalized for violence in the service of personalized political interests.

The project “**Supporting Women’s and Youth Political Participation for Peace and Development in Guinea-Bissau**” aims at a contribution to reverse that trend by enabling the political engagement of Bissau-Guinean women and youth leaders in national decision-making. It seeks to afford these women and youth greater ability to play leading roles in reducing the barriers to political power and thereby contribute to creating more stable and professional party systems from the bottom-up

2. Description of the Joint Program

The project “**Supporting Women’s and Youth Political Participation for Peace and Development in Guinea-Bissau**” has been implemented by UNFPA, UNWOMEN and WFP from January 2018 until May 2020 with the funding from the UN Peacebuilding Fund (PBF) and as part of a broader portfolio of PBF projects in Guinea-Bissau.

The project is an integrated strategy to increase participation of women and young people through greater and more inclusive ownership of electoral results and development policies, including policies impacting economic opportunities and access to resources by rural communities. It supports citizen engagement of women and young people to promote and defend their rights to participate in political and economic life and provides channels for practical use of acquired skills for more effective participation in political debates, formulation of development and spending priorities, and election monitoring to build a more inclusive **The expected outcomes and outputs of the project are:**

Outcome 1: Leaders and members of women and youth organizations actively participate in democratic processes and contribute to peace and stability through implementing change/dialogue initiatives.

Output 1.1: Women and youth leaders trained in functional and political literacy social and political environment. It is envisioned to foster a new generation of accountable and responsible leaders capable of building a peaceful, stable, safe and prosperous Guinea-Bissau.

The project had as its intervention area the capital Bissau, in addition to 13 regional centers: Bolama, Bubaque, Sao Domingos, Buba, Catio, Bafata, Gabu, Bissora, Quinhamel, Cachungo, Cacheu, Farim and Mansoa, and 40 food-insecure rural communities in Cacheu, Oio and Bafata regions.

The project comprised a set of interrelated efforts that focus on addressing core obstacles to these target groups, the empowerment and political engagement capacities was tested during the political phases in which the project was involved, the country planned the legislative and presidential elections that took place in 2019 in March and December respectively. The project strategy is to create a conduit to power for women and youth. According to the women and youth consulted for the development of the project, that process must start with a strong literacy component.

This is important because fifty-eight percent of adult women aged 15-49 are illiterate in Guinea Bissau according to the UNDP Human Development Report 2014. MICS4 2010 data show that among young women 15-24 years of age, 60 percent were illiterate, and in rural areas 84% of young women were illiterate. Political empowerment, per the intuitive knowledge of national actors must start with a literacy component

Output 1.1: Women and youth leaders trained in functional and political literacy

Output 1.2: Youth and Women leaders at the grassroots level are trained in political leadership and peacebuilding skills

Output 1.3: Grants Facility for Youth and Women-led Dialogue or Change Initiatives that promote peace and stability developed and implemented with training and on-going accompaniment for effective implementation of initiatives

Output 1.4: Rural women advocate more effectively for their rights and needs

Outcome 2: Women and youth effectively participate, accompany and ensure fair and equitable electoral processes

Output 2.1: Top members of political parties, governors, (especially youth and women) are trained in political leadership and peacebuilding skills

Output 2.2: Women and youth's participation in the elections enhanced through stronger representation as candidates and voters

Output 2.3: Women and youth contributed to monitoring the electoral process and solving incidents that may arise through the Election Observatory.

Public information about the project implementation (the project document and the 6-monthly project reports) can be found at the following link: <http://mptf.undp.org/factsheet/project/00108258>

The project will also provide the consultant with the following data on the project: ToR for activities, results, reports, implementing partner's agreements, minutes of meetings, budget.

3. Evaluation objectives, criteria, and key questions

The objective of this assignment is to conduct an end-term independent evaluation of the project to assess its effectiveness, build evidence of peacebuilding results, and highlight the strategies that have contributed to, or hindered, their achievement. In addition, the evaluation will assess the project's contribution to increased national capacity, ownership and transparency, as well as explore whether gender and women's economic rights were considered in the implementation of the project.

The evaluation will provide highly relevant recommendations and lessons learned for future and ongoing PBF-funded and other peacebuilding projects, that take into consideration the specific roles and work of the RUNOs involved.

Within the broader and country specific context, the evaluation is expected to:

- * Assess effectiveness and a potential measurable impact of the Program intervention on the target group across all dimensions of Political Participation for Peace and Development in Guinea-Bissau.
- * Identify and document lessons learned, best practices, success stories and document and analyse challenges and possible weaknesses to inform future work of UN agencies in the area of women's political participation for Peace and Development programming.
- * Analyse the relevance of the Program objectives, strategy and approach at the local and national levels for the Women's and Youth Political Participation for Peace and Development in Guinea-Bissau.
- * Assess organizational efficiency and coordination mechanisms in progressing towards the achievement of program, including the achievement of gender equality and women's empowerment results as defined in the intervention.
- * Analyse and assess the strategies in place and contribute to identify additional strategies for replication and up-scaling of the project's best practices.
- * Identify, assess, and validate innovation in all aspects of the program.
- Assess the measures taken by the project and identify new measures to ensure national ownership of the project.

Criteria to be used for this evaluation includes OECD/DAC) evaluation criteria⁴³: relevance, coherence, effectiveness, efficiency, impact (to some extent), sustainability. In addition, Human Rights and Gender Equality will be considered as an additional criterion. In line with the quest to incorporate human rights and gender equality in all UN work, and acknowledging UN Women's Evaluation Policy, which promotes the integration of women's rights and gender equality principles into evaluation, these dimensions will require special attention for this evaluation and will be considered under each evaluation criterion.

A number of key evaluation questions are reported below for each of the criteria. During the inception phase, the consultant will be responsible for analysing, selecting, refining and complimenting them, compiling the final set of questions the evaluation will seek to answer, to be included in the final Inception Report.

43 OECD/DAC Evaluation criteria available at: <http://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

4. Scope of Evaluation

The evaluation will be conducted by the Evaluation Team composed of an International Evaluation Consultant (Team Leader) and National Evaluation Consultant. The International Evaluation Consultant will lead the evaluation process and decide on planning and distribution of the evaluation workload and tasks. The National Evaluation Consultant will provide support to the International Evaluation Consultant throughout the evaluation process.

The evaluation will cover the whole duration of the project, between January 2018 and May 2020. The geographic scope of the evaluation coincides with the project scope, namely the capital Bissau, 13 regional centers: Bolama, Bubaque, Sao Domingos, Buba, Catio, Bafata, Gabu, Bissora, Quinhamel, Cachungo, Cacheu, Farim and Mansoa, and 40 food-insecure rural communities in Cacheu, Oio and Bafata regions.

5. Duties and Responsibilities and Evaluation objectives

Under the coordination and supervision of UN Women, in close collaboration with the Evaluation Steering Committee and the Evaluation Reference Group, the final evaluation of the project will be conducted by a team of two consultants: (1) a National Consultant and one International Consultant.

The international consultant will work in close collaboration with the project coordination team and implementing partners: Tiniguena, Plan International, Women's Political Platform, INEP (National Institute of Studies and Research), Directorate-General for the Development of Education (INDE), Directorate-General for Literacy (Alfabetização), IPAV. The evaluation should be conducted in accordance with the OECD DAC evaluation principles.

The consultant is expected to perform the following activities as part of conducting the independent evaluation:

- Review documents and consult with the local PBF Secretariat and senior management and project team members to better understand the project, including its design process, implementation aspects and expected results and to draft a brief Inception Report with a detailed evaluation methodology.
- Review the project results and budget, progress and financial reports, monitoring framework and reports and cooperation agreements signed with partners.
- Prepare and conduct interviews based on an interview protocol reviewed by the project team (individual and focus groups, as relevant) with key stakeholders, project beneficiaries at central and regional level, implementing partners and members of the Project Coordination team.
- Conduct a comprehensive analysis of data collected in the field by the consultant and by the project team.
- Organize a debriefing session in Bissau, in Portuguese, to present the interim evaluation report for comments of the key stakeholders, including the government and civil society organizations, UN Head of Agencies and program staff at the end of the field component of the evaluation mission.
- Draft a report in English, that takes into account relevant comments from the debriefing, as appropriate. UN Women Guinea Bissau will be responsible for the translation of the report into Portuguese.
- Finalize the report based on any additional comments received.

6. Deliverables

The following deliverables⁴⁴ are expected:

- An inception report to be provided after 6 days of work and prior to the field-based component. The inception report should capture relevant information such as proposed methods; proposed sources of data; data collection procedures and tools, including an interview protocol, which will be reviewed and approved by the project team. The inception report should also include an evaluation matrix, proposed schedule of tasks, activities and deliverables and should also contain background information.
- A PPT presentation to stakeholders in Bissau with interim findings at the end of the field mission; **(payment 30%)**
- An interim evaluation report 4th week **(payment 30%)**
- A final evaluation report. The final report should address comments from the Evaluation Reference Group. In order to facilitate stakeholder engagement, UN Women Guinea Bissau will ensure sharing a Portuguese version of the interim evaluation report, and all comments originating from stakeholders will be shared with the Evaluation Team. The final version, accepted as such following final approval by the Evaluation Management Group, will be delivered on the 8th week of the assignment **(payment 40%)**.

N.B.: All payments are subject to the submission of deliverables and following the Evaluation Management Group's approval of satisfactory performance. Satisfactory performance will be assessed based on GERAAS quality assessment standards (see annex 1 for more information)

7. Evaluation process and methodology

The external end-term evaluation will be conducted in accordance with United Nations Evaluation Group (UNEG) standards, and more specifically, UN Women's GERAAS (see Annex 1) will be used to assess and ensure the quality of evaluation products. All deliverables will be reviewed against the GERAAS criteria by the Evaluation Management Group for approval.

This includes subjecting the Evaluation Report to UN System-wide Action Plan on Gender Equality and the Empowerment of Women (UN SWAP) quality scoring, requiring that evidence of gender integration is demonstrated throughout the evaluation process and in the report. The evaluation methodology should clearly focus on highlighting gender issues in the implementation of the programme, in line with the following criteria:

- GEWE is integrated in the evaluation scope of analysis and evaluation indicators are designed in a way that ensures GEWE related data will be collected.
- GEWE is integrated in evaluation criteria and evaluation questions are included that specifically address how GEWE has been integrated into the design, planning, implementation of the intervention and the results achieved;
- A gender-responsive methodology, methods and tools, and data analysis techniques are selected.
- Evaluation findings, conclusions and recommendations reflect a gender analysis.

The evaluation process is divided in six phases:

1. Preparation Phase
2. Inception phase
3. Data collection phase
4. Data analyses and syntheses phase
5. Validation
6. Dissemination and Management Response

The evaluation team (the International and National Consultant) is responsible for phases two, three, four and five while the RUNOs share the responsibility for phases one and six.

⁴⁴ All deliverables, including the final evaluation report, are considered as 'final' following approval by the Evaluation Management Group.

8. Duration of the assignment

The assignment must be conducted during 25 working days within the span of two months.

9. Ethical Code of Conduct

The United Nations Evaluations Group (UNEG) Ethical Guidelines and Code of Conduct for Evaluation in the UN system are available at: <http://www.uneval.org/document/detail/100>; Norms for evaluation in the UN system: <http://unevaluation.org/document/detail/21> and UNEG Standards for evaluation (updated 2016): <http://unevaluation.org/document/detail/1914>.

ANNEX 2. EVALUATION MATRIX

Evaluation questions (main questions)	Methods		Semi-structured interviews				Focus-group discussions (beneficiaries)	Focus group discussions (communities)	Evaluation workshop
	Stakeholders	Document analysis	Project documents	Other docs.	RUNOs staff	CBOs			
Relevance and design									
To what extent are the project's expected results and the intervention in general relevant to the needs and interests of the target groups, in particular the practical and strategic gender needs of women?			x		x	x		x	
Is the intervention consistent with national and global gender equality priorities and peacebuilding work?			x			x			
Was the intervention relevant to the work undertaken under the PBF-funds and UN-Woman, UNFPA and WFP's work in Guinea-Bissau?			x			x			
Effectiveness									
What has been the progress made towards achievement of the two expected outcomes of the Work Plan? What is the degree of achievement of the expected indicators?			x			x	x		x
Have the results (positive and negative) achieved contributed to the achievement of the planned outcomes, and how have benefits favoured male and female target groups?			x			x	x		x
Have the project's organizational structures, managerial support and coordination mechanisms effectively supported the delivery of the project?			x		x	x	x		
Were gender equality and relevant horizontal inequalities (ethnic, religious, geographical, etc.) that drive political conflict taken into consideration and what are the results?			x			x	x	x	
To what extent are the project's approaches and strategies innovative for increasing women's political participation in the context of peace and development?			x		x	x	x		
Efficiency									
Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the programme outcomes?			x		x		x		
Are the project and its components cost-effective?			x		x		x		
To what extent can the partnership between UN agencies and Implementing partners be regarded as efficient?				x	x		x		

Evaluation questions (main questions)	Methods		Semi-structured interviews				Focus-group discussions (beneficiaries)	Focus group discussions (communities)	Evaluation workshop	
	Stakeholders	Document analysis	Project documents	Other docs.	RUNOs staff	CBOs				Implementing partners
Sustainability										
To what extent has ownership of the project goals been achieved by male and female beneficiaries; national/local institutions?			x			x	x		x	
Are achievements in gender equality likely to be sustained after the project closes?						x	x	x	x	x
Did the intervention design include an appropriate sustainability and exit strategy (including promoting national/ local ownership, use of local capacity, etc.) to support positive changes in Gender Equality and Human Rights after the end of the intervention?	x			x			x			
Are there indications that the project has had a catalytic effect on national actors in the commitment to pursue other peace-building activities, and are there signs of potential support from other donors?			x				x	x		
Is there evidence of sustainable transformations at the local and national level that can be associated with the joint intervention?			x			x	x		x	
Impact										
What has been the impact of the project's outcomes on wider policies, processes and programmes which enhance gender equality and women's rights?			x			x	x	x	x	
Has the intervention produced any (positive or negative) unintended or unexpected impacts on gendered power relations?			x			x		x	x	x
To what extent did the project contribute to women's and youth political participation in the country?			x				x	x		x
Gender equality and human rights										
To what extent has gender and human rights considerations been integrated into the programmed design and implementation?	x			x			x			
How has attention to/ integration of gender equality and human rights concerns advance the area of work?	x			x			x			

ANNEX 3. LIST OF INSTITUTIONS INTERVIEWED

Category	Participants			
	Name	M	F	Total
Fund Provider	PBF/PBSO	-	1	1
HR Provider	UNV	-	1	1
RUNOs	UNFPA	2	1	3
	UN Women	-	1	1
	WFP	-	1	1
Implementing Partners	UNIOGBIS	-	2	2
	DGAENF	1	-	1
	INDE	1	2	3
	INEP	2	-	2
	IPAV/Ubuntu leadership academy	2	-	2
	MNSCPDD	1	-	1
	FAPD/GB assisted by HI	-	1	1
	GOSCE	2	2	4
	REMPSECAO	-	3	3
	PPM	-	1	1
	WANEP	-	1	1
	PLAN International	1	-	1
TINIGUENA	2	-	2	
Regional/Local Partners of the Implementing Partners	ECAS-D	1	1	2
	AMIC & Netos de Bandim	2	-	2
	RENAJELF	-	1	1
	RENAJ	2	-	2
	FINSJOR	-	3	3
	Associação dos albinos da Guiné Bissau – AAGUIB	1	-	1
	EBANKI Grupo Kumpuduris de Paz	2	-	2
	Rádio Djan-Djan	1	-	1
	Radio Mulher Bafata	-	3	3

Category	Participants			
	Name	M	F	Total
Beneficiaries (training for women and youth legislative candidates) – political parties	PRID	1		1
	FREPASNA	-	1	1
	UPG	-	1	1
	PUN	-	1	1
	PCD	1	-	1
	APU PDGB	-	1	1
Beneficiaries	Trainers on political literacy	2	2	4
	Young trainers on political leadership and peacebuilding skills	2	4	6
	Young trainees on political leadership and peacebuilding skills	6	3	9
	Smallholder women farmers trained to advocate more effectively for their rights and needs	-	22	22
	Rural women trained and enabled to conduct national level advocacy	-	2	2
Non-Beneficiaries	IMC (Institute for Women and Children)		1	
	INJ (National Youth Institute)	1		1
	Traditional and opinion leaders	9	-	9
TOTAL		45	62	107

ANNEX 4. LIST OF DOCUMENTS CONSULTED

Project document:

- PRODOC Supporting Women and Youth's Participation for Peace and Development in Guinea Bissau. UNPSO. 2018 – 2020
- IRF Project document (Final V5 5.12.17)
- Documento do Projeto IRF
- PBF Fund Transfer request form
- Project progress report (15 June 2018)
- Project monitoring financial report for year 2019
- Detailed Financial report by WPF (30.04.2019)
- List of activities doable under the pandemic
- No Cost Extension project document (extension from 1 July 2019 – 30 March 2020)
- No Cost Extension project document (Revised End data: 31 July 2020)
- PBF final country progress report (2020)
- PBF annual progress report (15 November 2019)
- PBF Semi-annual progress report (15 June 2019)
- UNFPA, UNFPA's contribution. Legislative elections, Guinea Bissau 2019.
- Report on Supervision of small grants (22 July 2020)
- Media script for small grants project (2019)
- Booklet: Dissemination of 26 projects recipients of small grants (5 February 2020)
- Narrative report of small grants projects (21 July 2020)
- Monitoring report of various small grants projects (July 2020)
- Report on the 2019 Election Observatory (22 July 2020)
- Activity report on presidential electoral observation (22 July 2020)
- Fact Sheet Civil Society Electoral Monitoring Cell (25 November 2019)
- Report on KAP survey on women and youth political participation in Guinea Bissau (2019)

External literature:

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ANNEX 5. STAKEHOLDER MAPPING

1. Implementation structure

Fund Provider	PBF/PBSO		
HR Provider	UNV		
RUNOs	UNFPA	UN Women	WFP
	UNIOGBIS (Global advisory and technical support)		
Implementing Partners	<ul style="list-style-type: none"> DGAENF (General Directorate of Literacy and Non Formal Education) INDE (National Institute for Educational Development) INEP (National Institute for Research and Studies) IPAV/Ubuntu leadership academy SwissAid 	<ul style="list-style-type: none"> Movimento Nacional da Sociedade Civil para a Paz Democracia e Desenvolvimento FAPD/GB (Federation of Associations of Disabled People) assisted by HI GOSCE REMPSECAO/PPM WANEP PLAN International 	<ul style="list-style-type: none"> TINIGUENA Rádio Capital and TGB
Regional/Local Partners of the Implementing Partners		<p>Small Grant beneficiary supervised by PLAN</p> <ul style="list-style-type: none"> IMI- MOZDAHIR Int. (Tombali: Quebo, Catio, Cacine e Komo. Quínara: Buba, Fulacunda, Tite e Empada) Associação dos Filhos e Amigos da Tabanca de Angodigo “Uno” – AFATA (Bijagós) EBANKI Grupo Kumpuduris de Paz (Bubaque) EBANKI Grupo Kumpuduris de Paz (Bubaque) RENAJ (Bissau) FINSJOR AAGUIB (Albino Association of Guinea Bissau) NDELUGAN & NDAKOULAN (Biombo) OKANTO (Oio) AMAE (Gabú) ADRG (Gabú) PARCEL-ODS (Bissau) AMIC & Netos de Bandim (Bissau) RENAJELF (Bissau) 	<p>TINIGUENA implementing partners at regional level</p> <ul style="list-style-type: none"> ONG AD (São Domingos) COAJOC (Cacheu) ECAS-D (Bafatá) KAFO (Oio) <p>Rádio Capital implementing partners at community level</p> <ul style="list-style-type: none"> Rádio Colinas de Boé (Gabú) Rádio Comunitária de Pitche (Gabú) Rádio Rio Cacheu Rádio Djalicunda (Oio) Rádio Djan-Djan (Bubaque) Rádio Kossena (ilha Formosa, Bijagós) Rádio Educativa de Catio (Tombali) Rádio Lamparan de Iemberem (Tombali) Rádio Voz di Paz de Cacine (Tombali) Rádio Ndjarapa Có (Biombo) RCB de Bafatá Radio Mulher Bafata

2. Role of stakeholders

#	Institution	Role in the Project
01	PBF/PBSO	Fund provider
02	UNFPA	Project Coordination, Management and Staff Leading Outputs: 1.1, 1.2, 2.1 and 2.2
03	UN Women	Project Management and Staff Leading Outputs: 1.3, 2.1 and 2.3
04	WFP	Project Management and Staff Leading Output 1.4
05	UNV	HR provider
06	UNIOGBIS	Global Advisory and Technical Support
07	National Institute for Educational Development (INDE)	National Institutions & Implementing Partners INDE has developed, in partnership with DGAENF, the Guinea-Bissau's new Civic and Political Literacy Handbook for teachers and students.
08	General Directorate of Literacy and Non Formal Education (DGAENF)	Implementing Partner
09	National Institute for Research and Studies (INEP)	Has developed KAP survey applied to 1501 respondents (69% female and 31% male) across the country which can be used as a baseline for measuring the participation of women and youth political engagement in Guinea Bissau.
10	IPAV / Ubuntu leadership academy	UNFPA implementing partner on training 1,042 women and youth (64% female and 36% male youth) on peacebuilding and leadership.
11	Plan International	UN Women implementing partner empowering 14 selected NGOs through Small Grants quick impact initiative.
12	TINIGUENA	WFP implementing partner empowering 2000 rural women and 80 rural women leaders with literacy, basic trade and leadership skills.
13	Rádio Capital	Implementing partner in producing multi-media products and broadcasting debates during the legislatives and presidential elections.
14	PPM	Members of Election Observatory
15	Movimento Nacional da Sociedade Civil para a Paz Democracia e Desenvolvimento (MNSCPDD)	Members of Election Observatory
16	Federação das Associações das Pessoas Deficientes (FAPD/GB) assistida pela Humanité & Inclusion (HI)	Members of Election Observatory
17	Rede Oeste Africana para Construção da Paz (WANEP)	Members of Election Observatory
18	Grupo de Organizações da Sociedade Civil (GOSCE)	Members of Election Observatory
19	REMPSECAO	Beneficiary of USD 4,000 as covid-19 support for a safe market (in partnership with PPM). Members of Election Observatory
20	Political Parties	Beneficiaries of training for their women and youth candidates at 2019 legislative elections.
21	PARCEL-ODS	Small Grant beneficiary "Bissau cidade limpa- Mindara Homem novo"

#	Institution	Role in the Project
22	AMIC & Netos de Bandim (Bissau)	Small Grant beneficiary “Mindjeris Mame De Paz”
23	RENAJELF (Bissau)	Small Grant beneficiary “Zero Assédio Sexual nas Escolas”
24	RENAJ (Bissau)	Small Grant beneficiary “Participação Política de Jovens e Meninas”
25	FINSJOR (Bissau)	Small Grant beneficiary “No Agi pá Positivo”
26	Associação dos albinos da Guiné Bissau – AAGUIB (Bissau)	Small Grant beneficiary “Promoção da Integração e Inclusão dos Albinos na Sociedade”
27	NDELUGAN & NDAKOULAN (Biombo)	Small Grant beneficiary “Redução do conflito fiduciário e comunitário”
28	OKANTO (Oio)	Small Grant beneficiary “Poupa Vida”
29	AMAE (Gabú)	Small Grant beneficiary “Valorização do Centro Multifuncional de Gabu, para a capacitação institucional em prol do desenvolvimento local da Região Leste”
30	ADRG (Gabú)	Small Grant beneficiary “DANDEE-MEN (Salvem as pessoas com deficiência)”
31	IMI- MOZDAHIR Int. (Tombali: Quebo, Catio, Cacine e Komo. Quinara: Buba, Fulacunda, Tite e Empada)	Small Grant beneficiary “Apoio as mulheres nas comunidades em matéria de análise prevenção e resolução dos conflitos comunitários.”
32	Associação dos Filhos e Amigos da Tabanca de Angodigo “Uno” – AFATA (Bijagós)	Small Grant beneficiary “Sensibilização contra a violência nas comunidades e desigualdade social”
33	EBANKI Grupo Kumpuduris de Paz (Bubaque)	Small Grant beneficiary “Advocacia por uma politica mais inclusiva”
34	ONG AD (São Domingos)	TINGUENA implementing partners at regional level
35	COAJOC (Cacheu)	TINGUENA implementing partners at regional level
36	ECAS-D (Bafatá)	TINGUENA implementing partners at regional level
37	KAFO (Oio)	TINGUENA implementing partners at regional level
38	Rádio Colinas de Boé (Gabú)	Rádio Capital implementing partners at community level
39	Rádio Comunitária de Pitche (Gabú)	Rádio Capital implementing partners at community level
40	Rádio Rio Cacheu	Rádio Capital implementing partners at community level
41	Rádio Djalicunda (Oio)	Rádio Capital implementing partners at community level
42	Rádio Djan-Djan (Bubaque)	Rádio Capital implementing partners at community level
43	Rádio Kossena (ilha Formosa, Bijagós)	Rádio Capital implementing partners at community level
44	Rádio Educativa de Catio (Tombali)	Rádio Capital implementing partners at community level
45	Rádio Lamparan de lemberem (Tombali)	Rádio Capital implementing partners at community level
46	Rádio Voz di Paz de Cacine (Tombali)	Rádio Capital implementing partners at community level
47	Rádio Ndjaraça Có (Biombo)	Rádio Capital implementing partners at community level
48	RCB de Bafatá	Rádio Capital implementing partners at community level
49	Radio Mulher Bafata (Cobertura nacional)	Rádio Capital implementing partners at community level

ANNEX 6. KIT OF INDICATORS

Indicators	Means of verification
Outcome 1: Leaders and members of women and youth organizations actively participate in democratic processes and contribute to peace and stability through implementing change/dialogue initiatives	
1a. Number of Advocacy/change/dialogue strategies implemented that directly/indirectly contribute to peace consolidation in the country (Baseline: TBD/ Target: 5)	
1b. Number of policy recommendations developed (Baseline: 0/ Target: 5)	
Output 1.1: Women and youth leaders trained in functional and political literacy.	
1.1.1. Number of Youth and Women Leaders more knowledgeable about democracy by the 2 nd quarter of 2018 (Baseline: 0/ Target: 1000). (disaggregated by sex and age).	Test Scores Beginning and end
1.1.2. Number of adults (women and youth) literate by the 1 st quarter of 2018 (Baseline: 0/ Target: 1000). (disaggregated by sex and age).	Test Scores Beginning and end
Output 1.2: Youth and Women leaders at the grassroots level are trained in political leadership and peacebuilding skills.	
1.2.1 Training Curricula developed by the 2 nd quarter of 2018 (Baseline: no/ Target: yes)	Curricula
Output 1.3: Grants Facility for Youth and Women-led Dialogue or Change Initiatives that promote peace and stability developed and implemented with training and on-going accompaniment for effective implementation of initiatives.	
1.3.1 Grants Facility Set up by the 2 nd quarter of 2018 (Baseline: no/ Target: yes)	Grant selection report
1.3.2 Number of Grants provided by the 4 th quarter of 2018 (Baseline: 0/ Target: 2).	Cash Transfer Receipts
1.3.3 Number of Youth and Women trained by the 2 nd quarter of 2019 (Baseline: 0/Target: 20). (disaggregated by sex and age).	Grant Agreement signed; Agendas; Attendance Sheets; Impact and Lessons Learned Report; photographs
Output 1.4: Rural women advocate more effectively for their rights and needs	
1.4.1 Number of farmers trained in peacebuilding and collaborative advocacy by the 3 rd quarter of 2018 (Baseline: 0/ Target: 2000). (disaggregated by sex and age)	Curricula Workshops Agenda Attendance Sheet
1.4.2 Number of women trained and enabled to conduct national level advocacy by the 4 th quarter of 2018 (Baseline: TBD/ Target: 20)	Workshop Agenda Attendance Sheets Participant Evaluations
1.4.3 Number of Multi-media products developed by the 1 st quarter of 2019 (Baseline: 0/ Target: 2).	Participant Evaluations

Indicators	Means of verification
Outcome 2: Women and youth effectively participate, accompany and ensure fair and equitable electoral processes.	
2a Perception of Election being free and fair (Baseline: N/A -Target: N/A)	Observatory report
2b Proportion of women in Parliament and in government, including in party organs, defense and security (Baseline: 14/ Target: 25).	Party list of candidates
Output 2.1: Top members of political parties, governors, (especially youth and women) are trained in political leadership and peacebuilding skills.	
2.1.1 Political Leaders trained in political leadership and peacebuilding skills by the 3 rd quarter of 2018 (Baseline: 0/ Target: 100). (disaggregated by sex, age and party affiliation)	Agenda Attendance Sheets
2.1.2 Youth Political Platform Developed by the 4 th quarter of 2018 (Baseline: 0/ Target:1)	Document, Agenda, Attendance Sheets
Output 2.2: Women and youth's participation in the elections enhanced through stronger representation as candidates and voters.	
2.2.1 Number of Women and youth candidates trained by the 1 st quarter of 2019 (Baseline: 0/ Target: 100). (disaggregated by sex and age)	Agenda Attendance Sheets
2.2.2 Campaign messages developed by the 1 st quarter of 2019 (Baseline: 0/ Target: 100)	Social Media Posts Radio Programs participated
Output 2.3: Women and youth contributed to monitoring the electoral process and solving incidents that may arise through the Election Observatory.	
2.3.1 Election Observatory reinstated (Baseline: 0/ Target: 2 (one for legislative and one for presidential elections)	Report/News on Functioning Operation Center
2.3.2 Number of women and youth at polling stations (Baseline: 200 (2014) Target: 360 women and youth (disaggregated by sex and age)	SIM cards distributed, Reports

ANNEX 7. THE GENDER ANALYSIS MATRIX – PROJECT’S IMPACT

		Individual				
Informal, tacit, hidden	Quadrant I Conscience of women and men	Quadrant II Women and men’s status and access to resources		Quadrant III Social norms, values, discriminatory practices	Quadrant IV Constitution, laws, policies and other formal mechanisms	
	<ul style="list-style-type: none"> • Contribution to women and youth’s awareness of their civil rights. • Contribution to women and youth’s awareness of their capacity to and importance to a culture of peace and to development processes in general. • Contribution to women’s awareness of and denaturalization of gender inequality. • Contribution to increased awareness of other forms of discrimination: albinism, disabilities. 	<ul style="list-style-type: none"> • Access to information, instruments and laws on the country’s political processes. • Access to political leaders for dialogue on women and youth’s needs and interests. • Contribution to women and youth’s access to electoral observation and process of validation of electoral processes. • No influence on women and youth’s lack of financial resources to fund their campaigns. 		<p>Low impact on social norms that influence gendered power relations that influence women and youth’s political participation:</p> <ul style="list-style-type: none"> • Women’s participation in public spaces is still largely conditioned to husband or father’s permission. • Perception that women’s life priority should be marriage, prevails. • Gerontocracy values prevail, where opinions and preferences of male elders have priority over women’s and youth’s needs and interests – timid contestations. • Adequate candidates = having own resources to fund campaigns (not a condition by most women and youth) 	<ul style="list-style-type: none"> • Contribution to approval of Parity Law. • Contribution to preparation of a Code of conduct signed by 8 presidential candidates. 	Formal
	Systemic					

ANNEX 8. INTERVIEW GUIDES

Guide for semi-structured interviews

Interview questions for Project Officers/Coordinators (implementing partners)

COMMON INTRODUCTION TO BE USED IN ALL INTERVIEWS (5 MINUTES)

- We are conducting research on behalf of the UN agencies consortium that supported the project 'Supporting Women's and Youth Political Participation for Peace and Development in Guinea-Bissau', to find out about if and how the project has achieved its goals and how they have contributed to changes in the lives of women and youth in Guinea Bissau
- We are here to learn from your experience
- The results of the evaluation will be for learning purposes and to inform the design of future similar projects of projects under the PBF
- Quick introduction of the team
- Is it OK if we record the conversation we have here, only for our own purpose? Recording and notes from the conversation will not be shared with anyone beyond our small team [interviewers]; we will only use the broader conclusions we draw from this meeting in a report. We will not quote anyone directly.
- Do you have any questions before we start asking ours?

BACKGROUND

1. Could you tell us in just one or two sentences about the main goals of your organisation?
2. What is your job title and role in the organisation? [Probe: How long she/he has been in the position]

LOCAL SITUATION

3. From your point of view, what are the difficulties women, youth (female and male) in the communities you work with face, because they are women and youth (female and male)? Specifically, challenges faced by this group to participate in political, peacebuilding and development processes in general?
4. What can be done to help women and youth overcome these difficulties and challenges? How? [Probe context factors]
5. What are the national priorities regarding gender equality, youth, development and peacebuilding?

ROLE OF THE ORGANIZATION IN THE PROJECT

6. What was the role your organization played in this project and how did it contribute to achieving the project goals? [Probe particular activities carried out]
7. Why and how was your organization selected for this role, what was the added value of your organization?
8. How were beneficiaries for the project selected?

ACHIEVEMENT OF PROJEC OUTCOMES

9. In your opinion to what extent have the project outcomes been achieved? Why?
10. Could you give us some examples of changes in terms of **women and youth's involvement in political participation and peacebuilding**?
11. If not mentioned above, probe: What gender equality, youth empowerment, peacebuilding results have been achieved?

COORDINATION

12. How, if it was the case, has your organisation interacted with other organizations in this project? [Probe for moments, activities, forums, which organizations, etc.]
13. What was the role of UN implementing agencies and if and how, was that a support for your organization in the project?
14. What worked well and what could have been done differently? [Probe resources, communication, adaptation, guidance]

SUSTAINABILITY

15. Are there any results obtained through the project you think will continue after the end of the project? [If yes, probe for concrete examples]. If **yes**, why is that? What factors contribute to that? If **no**, why?
16. In terms of your organization's capacity to address gender equality, has anything changed because of this project? What and why? [Probe for capacity building, training, coaching]
17. Is there anything that you would like to add?

Ask for documents they may have that were produced in the context of the project

THANK YOU

Interview questions for staff from RUNOS

COMMON INTRODUCTION TO BE USED IN ALL INTERVIEWS (5 MINUTES)

BACKGROUND

1. What is your job title and role in the organisation? [Probe: How long she/he has been in the position] Optionally: What was your job title and your role in the organization?
2. Could you tell us in a few words what was the role of [agency's name] as well as your role in the project?
3. From your own experience and what you know about the programme, if you look back at the program and developments in the field of gender equality and peace building work in Guinea Bissau during that time, what would be – in your view – the most important moments, good and bad?
4. ... organizations were supported under the program as implementers and ... organizations benefited from the small grants fund. What are – in your view – their specific strengths and weaknesses regarding their work on women and youth political participation and peace building? How were the organizations selected?
5. How would you estimate the importance of these organizations for the work to promote women and youth empowerment, political participation and peace building in Guinea-Bissau? Are they central players or rather at the margins of the field? In your view, what other NGOs of national importance in this field are there?
6. If you imagine these actors as a network where links stand for exchange of information and co-operation, which links between actors are particularly weak or particularly strong and why?
7. In your own work with these different kinds of actors – what were important challenges and what worked well?
8. Regarding the role and activities of [agency's name] in the programme, what do you think could have been done better and what has worked particularly well?
9. Is there anything you would advise us to pay particular attention to in our interviews and focus group discussions?
10. In general, what are the things that you hope for in this evaluation?
11. Do you have any other remarks, advice or questions to us?

Ask for documents they may have that were produced in the context of the project

Interview guide leaders of women and youth CBOs

INTRODUCTION (5 MINUTES)

BACKGROUND

1. Could you tell us in just one or two sentences about the main goals of your organisation or group?
2. What is your job title and role in the organisation? [Probe: How long she/he has been in the position]

LOCAL SITUATION

3. From your point of view, what are the main difficulties women, youth (female and male) in your community face, because they are women and youth (female and male)?
4. In your opinion, what are the challenges women and youth in your community have to participate in political, peacebuilding and development processes in general?
5. What can be done to help women and youth overcome these difficulties and challenges? How? [Probe context factors]

ROLE OF THE CBO IN THE PROJECT

6. How did your organization/group participate in or benefit from this project? [Probe activities, resources]
7. Who in your organization benefited from the project and how were they selected?
8. In your opinion what worked well and what could have been done differently? What contributed to that?

ACHIEVEMENT OF PROJECT OUTCOMES

9. In your opinion, what was achieved through the project or what changed in the community or Guinea Bissau because of the project?
10. IF NOT MENTIONED ABOVE: Could you give us some examples of changes in terms of **women and youth's involvement in political participation and peacebuilding**?
11. What is your opinion about those changes?
12. What has changed (was not there before and is there now/ was there before and is no longer there) that makes it possible for women and youth to participate in the political life at local and/or national level?
13. How do those changes contribute to solving women and youth's main difficulties/challenges?

COORDINATION

14. Which actors contributed for the changes you have mentioned above?
15. How, if it was the case, has your organisation interacted with other organizations in this project? [Probe for moments, activities, forums, which organizations, etc.]

SUSTAINABILITY

16. Are there any results obtained through the project you think will continue after the end of the project? [If yes, probe for concrete examples]. If yes, why is that? What factors contribute to that? If no, why?
17. In terms of your organization's capacity to address gender equality and/or promote peace and/or youth empowerment, has anything changed because of this project? What and why? [Probe for capacity building, training, coaching]
18. Is there anything that you would like to add?

Ask for documents they may have that were produced in the context of the project

THANK YOU

Interview questions for external gender specialists

COMMON INTRODUCTION TO BE USED IN ALL INTERVIEWS (5 MINUTES)

PERSONAL INFORMATION

1. Could you just briefly introduce **yourself** – your background, your main fields of interest?
2. From your point of view, what are the key **gender issues** that women and youth (both urban and rural) are facing in Guinea Bissau and what is being done in the country to address these issues?
 - [probe: government action, civil society activism, media...]

EFFECTS OF THE TYPE OF PROJECTS

3. What kinds of **outcomes that contribute to gender justice can one expect from projects that promote women’s political participation, youth’s political participation and peacebuilding processes?** [Probe for personal – relational – public life/political level changes]
4. What approach should such projects use that would makes such changes possible?
5. What external and internal factors are necessary or useful to make such changes possible?
6. Are you aware of any limitations and opportunities related to the implementation of projects promoting women and youth’s political participation and in peacebuilding processes?

GENDER JUSTICE AWARENESS

7. In your opinion is there enough awareness of gender equality issues in Guinea Bissau? [Probe: in women, men, leaders, civil society, etc.]
8. What does **gender awareness raising** processes need to look like in Guinea Bissau to empower grassroots level women, men, young women and men to challenge gender injustices?

OPEN QUESTION

9. Is there anything else you would like to share with me/us? Any piece of advice for our research team?

THANK YOU

Interview questions for local leaders/opinion makers

INTRODUCTION (5 MINUTES)

BACKGROUND

1. Could you please introduce **yourself** – your name and your responsibilities in the community?
2. What are the spaces for local decision making and peacebuilding in the community? Who usually participates in those spaces? [probe: participants' sex, age, education, social status, origin...]

VIEWS ON WOMEN AND YOUTH POLITICAL PARTICIPATION

3. We are interested in understating women and youth's role in political and peacebuilding process, such as election processes, decision making processes, etc. From your point of view, is it useful to involve women and youth in these processes?
4. Does it also cause problems? If **yes**, what kind?
5. Thinking about the last [legislative and presidential] elections in 2019, what surprised you in terms of how men, women and youth participated? What did you see that was not there in previous elections?
6. What do you think about those changes? Do you think they will continue? Why?

CHANGES IN WOMEN'S ROLES

7. From your point of view, have there been any changes in the role of women's and girls in your community in recent years? Do they do things now they did not do five years ago? Does the community now expect different things from women than five years ago?
 - [probe: taking spaces previously occupied by men only, voice in decision-making, elections]
8. From your point of view, which are the main reasons for the changes you have just talked about – especially [repeat those that are gender-relevant]

CONCLUDING QUESTION

9. Is there anything else you would like to share with me? Any piece of advice for our research team?

Guide for focus group discussions

Focus group discussion with Beneficiaries of Small grants

INTRODUCTION

PARTICIPANTS' INTRODUCTION ROUND (10 MINUTES)

Constellations: Ask participants to position themselves in a straight line, based on the following criteria:

- Their age (*ascending or descending – facilitator's choice*)
- When they became involved in the project
- If they would vote for a woman candidate for the presidency
- If they would vote for a divorced or non-married woman candidate for the presidency
- If they would vote for a 20-year-old woman or man candidate for parliament

In each constellation, ask a few participants to introduce themselves and talk about where they position themselves where they stand, until everyone has had that chance. (Where appropriate and possible, take pictures of the constellations)

DISCUSSION ON GENDER (10 MINUTES)

1. Is gender equality important for peacebuilding and development in Guinea Bissau? Why?
2. What are the main obstacles for women and youth to participate in political and peacebuilding processes in Guinea Bissau?
3. What can be done to overcome those obstacles?

DISCUSSION ON BENEFITS FROM PROJECT (30 MINUTES)

4. How did your organization become involved in this project?
5. In your opinion did the project change anything for your organizations. If YES, what? If NO, why?
6. In your opinion did the project contribute to new skills by members of the organizations. If YES, which? And how? If YES, which of these do you still use and how?
7. What do you do today that you did not do before you benefited from the project? [Probe for activism, campaigns, methods used...]
8. What worked well and what could have been done differently in the project? [Probe for sufficient funds, support, training, communication, coordination]
9. Are there other actors you think should have been involved but were not? Which and why?

BREAK (5 MINUTES)

DISCUSSION OF LIKELY CHANGES (40 MINUTES)

10. When you think about the last electoral processes (legislative and presidential), do you think it was different from the previous processes or the same. IF DIFFERENT, what was different about the last electoral process?
11. Why do you think that happened?
12. [If it didn't come up earlier] When you think about the last electoral process, did you notice anything different in the way women and youth participated? IF NO, what remained the same? IF YES, what was different?
13. Why do you think that happened?
14. To which of these changes do you think your organization contributed to and how?
15. What about your personal life, did anything change because you were involved in the project? IF YES, what and why?
16. Which of these changes (personal and in society) would you describe as good and which would you describe as not so good? Why?

Focus group discussion with Electoral Observers

INTRODUCTION

PARTICIPANTS' INTRODUCTION ROUND (10 MINUTES)

Constellations: Ask participants to position themselves in a straight line, based on the following criteria:

- Their age (ascending or descending – facilitator's choice)
- Number of elections participated as electoral observer
- If they would vote for a woman candidate for the presidency (WHY?)
- If they consider gender equality to have any relevance for increased political participation (WHY?)

In each constellation, ask a few participants to introduce themselves, until everyone has had that chance. (Where appropriate and possible, take pictures of the constellations)

DISCUSSION ON GENDER (10 MINUTES)

1. Is gender equality important for peacebuilding and development in Guinea Bissau? Why?
2. What are the main obstacles for women and youth to participate in political and peacebuilding processes in Guinea Bissau?
3. In your opinion, what could be done to overcome those obstacles?

DISCUSSION ON ROLE OF ELECTORAL OBSERVERS (30 MINUTES)

4. What difference did the electoral observers make in the last electoral process? What facilitated that?
5. What skills did you acquire that facilitated your participation as electoral observers?
6. Now that the project has ended, what will happen to those skills?
7. What challenges were faced by electoral observers to carry out their work? Were there challenges specific for women and others specific for men?
8. In your opinion, what can be done to promote more women and youth participation in political processes? (as voters, candidates, observers, etc?)

BREAK (5 MINUTES)

DISCUSSION OF LIKELY CHANGES (40 MINUTES)

9. Unfortunately, we do not have enough time to hear from each of you about the way your life may have changed because of the project. But, as individuals who were actively involved in the last electoral processes, you can tell us what kinds of things happen as a result of this project.

Place 3 flipchart papers apart on the floor or wall (depending on setting of the room), 1 written: Women, the 2nd written youth: the 3rd: community or society at large, 4th: perception and trust of electoral processes.

What changes have you seen at these 4 levels? Please think, individually of where you saw changes that most impressed you and stand by that flipchart. Ensure there is at least one person per flipchart. Inform that they have 2 minutes to write down one or two key words symbolising those changes, we will discuss them later (if there are people that cannot read and write, the facilitator can help by writing participants thoughts on their behalf (key words or short sentences). After 2.3 minutes, ask everyone to move to the flipchart on their left and think of and write down key words symbolising the changes under that category (it is ok if they can't think

of one at the moment. Repeat this round 2 more times and then with everyone back on their sits, discuss the information on the flipchart, one by one. Ask individuals to explain their thoughts one by one and discuss all the issues before moving to another flipchart. [Probe for discussion: ask, does anyone see it differently or has another point of view?]

10. [Pick changes related to gender equality and political participation]: You have mentioned... [quote specific changes related to gender equality or political participation], what has facilitated this?
11. What other changes did you expect at the beginning of the project, that did not happen? What influenced this?
12. What changes happened that you did not expect?
13. What about yourselves, did you observe any changes in yourself because of your participation in the project? If YES, what? What contributed to those changes? If NO, why?

Focus group discussion with Members of Communities (non-beneficiaries of the project)

INTRODUCTION

PARTICIPANTS' INTRODUCTION ROUND (5 MINUTES)

Every participant states her/his name, age & her/his favourite **food**

BACKGROUND (10 MINUTES)

1. How would you describe the associative life in your community? [Probe: what type of associations, with what goals, who usually participates]
2. How would you describe the political participation in your community? [Probe: what spaces of political participation exist, who usually participates, who makes decision regarding the community]

DISCUSSION OF LIKELY CHANGES (30 MINUTES)

3. When you think about the last electoral processes (legislative and presidential), do you think it was different from the previous processes or the same. IF DIFFERENT, what was different about the last electoral process?
4. Why do you think that happened?
5. [If it didn't come up earlier] When you think about the last electoral process, did you notice anything different in the way women and youth participated? IF NO, what remained the same? IF YES, what was different?
6. Why do you think it was like that or that happened?
7. Which of these changes would you describe as good and which would you describe as not so good? Why

BREAK (5 MINUTES)

DISCUSSION ON GENDER AND POLITICAL PARTICIPATION (45 MINUTES)

8. What in your opinion are the main difficulties/challenges women in your community face?
9. What are the main challenges for women and youth to participate in the political life of your community?
10. In your opinion what could be suitable solutions for such challenges?
11. Is anyone, any institution or organization trying to address these challenges in your community? If YES, who? How?
12. We are going to introduce a scenario and we would like to hear your opinion about how it would work out if it happened in your community. There are no right or wrong ideas, all opinions are valid. Choose one of the scenarios and read it out loud to participants:

Scenario 1

“A Antónia mora com o seu marido Pedro e os seus três filhos numa pequena casa na localidade de (...). O casal vive numa casa que herdou dos pais de Antónia e tem uma pequena porção de terra que a Antónia cultiva. Normalmente o Pedro não está em casa durante o dia, ele sai a procura de trabalho e por vezes encontra, mas só biscates. Antónia também vende comida preparada e vai as aulas de alfabetização 4 vezes por semana. Nas aulas de alfabetização uns ativistas da [nome de uma organização local nesta área...] lhe falaram dos direitos cívicos dela e isso lhe motivou a fazer parte de um partido político. Como membro do partido político a Antónia tem que participar nas reuniões de preparação para a campanha. O Pedro não está satisfeito com esta mudança na Antónia e ameaça de lhe bater se ela não parar. Ela agora fica mais horas na rua a participar nas reuniões onde não só há mulheres, também há homens que o Pedro não conhece. Ontem de manhã, a Antónia foi a uma reunião importante do partido onde iam falar sobre o número de mulheres candidatas à assembleia que o seu partido ia ter. Porque a reunião levou mais tempo do esperado, Antónia enviou uma mensagem à Pedro a pedir a ele para fazer o almoço para as crianças porque não sabia se a reunião ainda ia demorar. Como é que acha que esta situação normalmente se iria desenvolver?”

Cenário 2

“A Fatou e o Joaquim estão casados há 5 anos e vivem juntos numa casa arrendada na cidade de Bissau. O casal tem uma filha de 2 anos e um filho de 4 anos. Os dois terminaram o ensino técnico e têm bons empregos, ele no Estado e ela numa empresa privada. Por este motivo eles têm uma empregada que cuida da casa e das crianças até o casal chegar a casa. O Joaquim não acredita que as eleições sirvam para mudar as coisas que não vão bem na sociedade. Mas, a Fatou sim acredita e, de facto ela é membro de um partido. Para a preparação das eleições os membros do partido se reúnem pelo menos 2 vezes por semana a partir das 18 horas. Esta semana, os trabalhos estão muito intensos e a Fatou não tem conseguido chegar a casa antes das 21:00. Ela coordenou com a empregada para sair um pouco mais tarde, de forma a deixar o jantar pronto antes de sair e as crianças banhadas. O Joaquim não está muito satisfeito com o comportamento da Fatou e pediu uma reunião com a madrinha e o padrinho do casamento para se queixar. Como é que acha que a reunião se desenvolveria?”

Process

Allow participants to describe the different possible outcomes in the story. Ask the following follow up questions (always introduce a question summarizing affirmations made by participants):

- Why do you think the situation happens as you describe?
- What would Pedro/ Joaquim tell his friends?
- In your opinion what would be the best solution for this situation?
- How could Antónia/Fatou continue to participate in the parting meeting on that day or in general?

Focus group discussion with Members of Women's Rural Groups

INTRODUCTION

PARTICIPANTS' INTRODUCTION ROUND (10 MINUTES)

Constellations: Ask participants to position themselves in a straight line, based on the following criteria:

- Their age (ascending or descending – facilitator's choice)
- Since when they are members of the group/ association
- If they would vote for a woman candidate for the presidency
- If they would vote for a divorced or non-married woman candidate for the presidency
- If they would vote for a 20-year-old woman or man candidate for parliament

In each constellation, ask a few participants to introduce themselves and talk about where they position themselves where they stand, until everyone has had that chance. (Where appropriate and possible, take pictures of the constellations)

DISCUSSION ON GENDER (40 MINUTES)

1. What is the goal of your association/group?
2. Does your association/ group often discuss questions about the difficulties women and girls are facing because they are women, and how to overcome these difficulties? Please give us some examples.
3. We are going to introduce a scenario and we would like to hear your opinion about how it would work out if it happened in your community. There are no right or wrong ideas, all opinions are valid. Choose one of the scenarios and read it out loud to participants:
4. We are going to introduce a scenario and we would like to hear your opinion about how it would

Scenario 1

“A Antónia mora com o seu marido Pedro e os seus três filhos numa pequena casa na localidade de (...). O casal vive numa casa que herdou dos pais de Antónia e tem uma pequena porção de terra que a Antónia cultiva. Normalmente o Pedro não está em casa durante o dia, ele sai a procura de trabalho e por vezes encontra, mas só biscates. Antónia também vende comida preparada e vai as aulas de alfabetização 4 vezes por semana. Nas aulas de alfabetização uns ativistas da [nome de uma organização local nesta área...] lhe falaram dos direitos cívicos dela e isso lhe motivou a fazer parte de um partido político. Como membro do partido político a Antónia tem que participar nas reuniões de preparação para a campanha. O Pedro não está satisfeito com esta mudança na Antónia e ameaça de lhe bater se ela não parar. Ela agora fica mais horas na rua a participar nas reuniões onde não só há mulheres, também há homens que o Pedro não conhece. Ontem de manhã, a Antónia foi a uma reunião importante do partido onde iam falar sobre o número de mulheres candidatas à assembleia que o seu partido ia ter. Porque a reunião levou mais tempo do esperado, Antónia enviou uma mensagem à Pedro a pedir a ele para fazer o almoço para as crianças porque não sabia se a reunião ainda ia demorar. Como é que acha que esta situação normalmente se iria desenvolver?”

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“A Fatou e o Joaquim estão casados há 5 anos e vivem juntos numa casa arrendada na cidade de Bissau. O casal tem uma filha de 2 anos e um filho de 4 anos. Os dois terminaram o ensino técnico e têm bons empregos, ele no Estado e ela numa empresa privada. Por este motivo eles têm uma empregada que cuida da casa e das crianças até o casal chegar a casa. O Joaquim não acredita que as eleições sirvam para mudar as coisas que não vão

bem na sociedade. Mas, a Fatou sim acredita e, de facto ela é membro de um partido. Para a preparação das eleições os membros do partido se reúnem pelo menos 2 vezes por semana a partir das 18 horas. Esta semana, os trabalhos estão muito intensos e a Fatou não tem conseguido chegar a casa antes das 21:00. Ela coordenou com a empregada para sair um pouco mais tarde, de forma a deixar o jantar pronto antes de sair e as crianças banhadas. O Joaquim não está muito satisfeito com o comportamento da Fatou e pediu uma reunião com a madrinha e o padrinho do casamento para se queixar. Como é que acha que a reunião se desenvolveria?

Process

Allow participants to describe the different possible outcomes in the story. Ask the following follow up questions (always introduce a question summarizing affirmations made by participants):

- Why do you think the situation happens as you describe?
- What would Pedro/ Joaquim tell his friends?
- In your opinion what would be the best solution for this situation?
- How could Antónia/Fatou continue to participate in the parting meeting on that day or in general?

BREAK (5 MINUTES)

DISCUSSION OF LIKELY CHANGES (30 MINUTES)

5. Unfortunately, we do not have enough time to hear from each of you about the way your life may have changed because of the project. But, as a group, you have been active in your community for some time, so all of you are experts about your community and you can tell us what kinds of things happen as a result of participating in this project.

So, let's imagine a woman who lives here – let's call her [insert common local name X]. X is a member of a group like yours and has benefited from the activities of a project like this one. In your opinion, what will change in her life after she has participated in the project?

- a) Personally, in the way she thinks and behaves,*
- b) In her family,*
- c) In her community?*

6. [Pick changes related to gender equality and political participation]: You have mentioned... [quote specific changes related to gender equality]. Let's start with the changes that happen very quickly & easily – please explain how they happen.]

- [Probe – time permitting: Are these also the changes that you set as your association's goals?]

7. What other changes are there that take more time? What are the reasons why some changes are easy, and some are harder [focus on/ask for specific examples]? [stimulate discussion]

- [Probe – time permitting: Are these also the changes that you set as your association's goals?]

8. When you think about participation in the political life of your community and decision making, do you think woman and youth behave differently today than 2 years ago? If so, how and why?

Guide for collection of most significant change stories

- We are conducting research on behalf of UN Women, UNFPA and WFP, organizations that supported the Women and Youth's Political Participation project, in which you participated, to find out about the way the project has influenced changes in the lives of women, youth and communities at large.
- We are here to learn from your experience.
- Quick introduction of the team (name, where from)

30 MINUTES

CONFIDENTIALITY:

We would like to use your story to assess the impact of the Project "Supporting Women and Youth's Political Participation for Peace Building in Guinea-Bissau" and this evaluation will be shared with donors, other beneficiaries and other interested persons. Would you like us to mention your name in the story? Yes _____ No _____

Contact:

Name of the person telling the story:

Details of the person telling the story: age, sex, [optional] number of children, family structure

Name of the person recording the story:

Project and place:

Date the story was recorded:

When did the change happen: [if available]

Title of the story (optional):

1. Could you please tell us how you were involved with the project "Supporting Women and Youth's Political Participation for Peace Building in Guinea Bissau"?
2. And how are you currently involved in the issues related to women and youth political participation for Peace building?
3. What changes did you observe in your life that were a result of your involvement in the project?
4. From your point of view, which of the changes your mention is the **most significant change** that has happened in your life due to your involvement in the work of women and/or youth political participation and/or peace-building? [If necessary, probe for: changes in the lives of women and of youth; changes in participation in political processes: election, decision making forums, etc.; changes in relationship between men and women]
5. Why is that you have just described important for you?
6. Did the work of [name of institution in the region though which he/she benefitted from the project] contribute to that change? If YES, in what way?

ANNEX 9. EVALUATION QUESTIONS

The TOR listed 40 evaluation questions which were slightly restructured (and others added) to enhance evaluability. The evaluation was based on the evaluation questions listed below:

RELEVANCE AND DESIGN

1. To what extent are the project's expected results and the intervention in general relevant to the needs and interests of the target groups, in particular, the practical and strategic gender needs of women?
 - a) To what extent has the project been catalytic in addressing some of the root causes of political fragility, and gender inequalities, especially those hindering women's political participation for peace and development?
2. Is the intervention consistent with national and global gender equality priorities and peacebuilding work?
 - a) Does the intervention address relevant key causes and drivers of political instability, including by addressing the behaviour of key driving constituencies involved?
 - b) Was the intervention timely in addressing the context of political fragility and recurrent crises in Guinea Bissau, and did it effectively utilize windows of political opportunities?
3. Was the intervention relevant to the work undertaken under the PBF-funds and UN-Woman, UNFPA and WFP's work in Guinea-Bissau?
 - a) Was the intervention flexibly adapted to respond to evolving needs over time?
4. Does the project create synergies with other actors?

EFFECTIVENESS

5. What has been the progress made towards achievement of the two expected outcomes of the Work Plan?
 - a) What is the degree of achievement of the expected indicators?
6. Have the results (positive and negative) achieved contributed to the achievement of the planned outcomes, and how have benefits favoured male and female target groups?
 - a) To what extent are beneficiaries satisfied with the results?
 - b) What major factors contributed to the achievement or non-achievement of expected project objectives?
 - c) Did the project results turn out to be effective in achieving gender equality?
7. Have the project's organizational structures, managerial support and coordination mechanisms effectively supported the delivery of the project? What are the recommendations for improvement?
 - a) Did the project have effective monitoring mechanisms in place to measure progress towards achievement of results?
 - b) To what extent was the monitoring data objectively used for management action and decision making?
 - c) To what extent do beneficiaries and implementing partners demonstrate satisfaction of the coordination and support received?
8. Were gender equality and relevant horizontal inequalities (ethnic, religious, geographical, etc.) that drive political conflict taken into consideration and what are the results?
 - a) Have real improvements occurred in the relations among conflicting groups, as demonstrated by changes in their behaviour?
9. To what extent are the programme approaches and strategies innovative for increasing women's political participation in the context of peace and development? What -if any- types of innovative good practices have been introduced in the programme to achieve results in this field?
 - a) What contribution are participating UN agencies making to implementing global norms and standards for women's political participation and peacebuilding?
10. Did stakeholders benefit from the interventions in terms of institutional capacity-building in the development of gender competence among their staff?

EFFICIENCY

11. Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the programme outcomes?
 - a) How the split of funding between the three agencies has increased or reduced the joint project implementation?
 - b) What measures have been taken during planning and implementation to ensure that resources are efficiently used?
 - c) Have the outputs been delivered in a timely manner? If not, how did the project team mitigate the impact of delays?
 - d) Has the implementation of the policy been efficient with respect to gender equality?
 - e) Are the means and resources being used efficiently to achieve results in terms of improved benefits for both women and men?
12. Are the programme and its components cost-effective? Could the activities and outputs have been delivered with fewer resources or within a reduced timeframe, without reducing their quality and quantity?
 - a) Has the joint nature of the project affected efficiency of delivery, including reduced duplication and increased cost-sharing, reduced/transferred burdens and transaction costs? If so, what factors have influenced this?
 - b) Have the results for women and men been achieved at reasonable cost, and have costs and benefits been allocated and received equitably?
13. To what extent can the partnership between UN agencies and Implementing partners be regarded as efficient?
 - a) Has the joint programme build synergies with other programmes being implemented at country level by the United Nations and the Government of Guinea Bissau?
 - b) To what extent was the Technical Group efficient in advising and monitoring the implementation of the project?

SUSTAINABILITY

14. To what extent has ownership of the project goals been achieved by male and female beneficiaries; national/ local institutions?
 - a) Do these institutions, including Government and Civil Society, beneficiaries, other implementing partners demonstrate leadership commitment and technical capacity to continue to work with the programme or replicate it to ensure continuity of peace-building efforts after the project closes?
 - b) What capacity of national partners, both technical and operational, including for gender mainstreaming, has been strengthened?
 - c) To what extent have the capacities of duty-bearers and rights-holders been strengthened?
 - d) How have partnerships (with governments, UN, donors, NGOs, civil society organizations, religious leaders, the media) been established to foster sustainability of results?
15. Are achievements in gender equality likely to be sustained after the project closes?
 - a) To what extent have strategic gender needs of women and men been addressed through the project, and has this resulted in sustainable improvement of women's rights and gender equality?
16. Did the intervention design include an appropriate sustainability and exit strategy (including promoting national/ local ownership, use of local capacity, etc.) to support positive changes in Gender Equality and Human Rights after the end of the intervention?
 - a) To what extent were stakeholders involved in the preparation of the strategy?

17. Are there indications that the project has had a catalytic effect on national actors in the commitment to pursue other peace-building activities, and are there signs of potential support from other donors?
18. Is there evidence of sustainable transformations at the local and national level that can be associated with the joint intervention?
 - a) To what extent has the intervention contributed to the momentum for peace by encouraging participants and communities to develop their own initiatives, also as a result to the initial support provided project?
 - b) To what extent did this joint effort result in the creation or reform of political institutions or mechanisms that deal meaningfully with grievances or injustices?

IMPACT

19. What has been the impact of the project's outcomes on wider policies, processes and programmes which enhance gender equality and women's rights?
20. Has the intervention produced any (positive or negative) unintended or unexpected impacts on gendered power relations?

GENDER EQUALITY AND HUMAN RIGHTS

21. To what extent has gender and human rights considerations been integrated into the programmed design and implementation?
22. How has attention to/ integration of gender equality and human rights concerns advance the area of work?

ANNEX 10. CONSENT FORM

A team of two consultants, Khanysa Mabyeka and Filinto Omar Salla have been asked by UN Women/ UNFPA/ WFP, organizations that supported a project around women and youth's political participation in Guinea Bissau, to find out whether and how their support contributes to changes in the quality and quantity of women and youth's political participation in Guinea Bissau.

We would like to organize an interview of about one hour and a half with you to learn

OPTION 1: about your life since you participated in the project.

OPTION 2: about the life of women and youth in your community since the project was implemented.

This interview will be confidential, that means nothing that you say will be shared with anyone else.

The consultants will speak with many people during this evaluation and will write a report that summarizes their findings in a way that makes it impossible to know who said what.

If possible, we would like to record the interview just for our memory.

I, _____ [FULL NAME] hereby agree to take part in the evaluation and give my consent to be interviewed.

Signature of respondent (or thumb impression)

TERMO DE CONSENTIMENTO INFORMADO

Uma equipa de dois consultores, Khanysa Mabyeka e Filinto Omar Salla, foi convidada pela ONU Mulheres / FNUAP/ PMA, organizações que apoiaram um projeto sobre a participação política de mulheres e jovens na Guiné-Bissau, para averiguar se e como o seu apoio contribui para mudanças na qualidade e quantidade da participação política de mulheres e jovens na Guiné-Bissau.

Gostaríamos de organizar uma entrevista de cerca de uma hora e meia consigo para aprender

OPÇÃO 1: sobre a sua vida desde que participou do projeto.

OPÇÃO 2: sobre a vida de mulheres e jovens em sua comunidade desde a implantação do projeto.

Esta entrevista será confidencial, o que significa que nada do que você disser será compartilhado com mais ninguém.

Os consultores falarão com muitas pessoas durante esta avaliação e escreverão um relatório que resume suas descobertas de uma forma que torna impossível saber quem disse o quê.

Se possível, gostaríamos de gravar a entrevista apenas para uso na preparação do relatório.

Eu, _____ [NOME COMPLETO], concordo em participar da avaliação e dou meu consentimento para ser entrevistado/a.

Assinatura da pessoa entrevistada (ou impressão do polegar)

ANNEX 11. EVALUATORS' BIO

1. NATIONAL CONSULTANT



Filinto Omar Martins Salla, M.Sc.

Born on 12 October 1982 in Bissau, married

IC: 1A1-00196801-22

tel: (+245) 955497148/966124054

e-amil: Bairro de Luanda, Bissau – RGB

@: filintoomar.martinssalla@gmail.com

FIELDS OF COMPETENCE:

i. Participatory Development

- Project Design;
- Promotion of Active Citizenship;
- Strategic Planning and Public Policies;
- Economic and Political Youth Empowerment;
- Design and implementation of behavior change campaign (e.g. FGM eradication);
- Engagement of Youth and Women in Social Dialogue and Community Development;

ii. Management

- Project Cycles Management;
- Market and Opinion Research;
- Monitoring, Evaluation and Learning;
- Contracts Management and Procurement & Financial Procedures;
- Management by Objectives and Results Based Management;
- Administration and Public Management;
- Production and stock managements;

iii. Engineering

- Automatic & Computer Engineering: microprocessor, microcontroller, programmable robots (GRAFCET e GEMA), RFID systems and remote control (Labview or xPC Target);
- Electronic: nano-electronics, microelectronic, electronic and power electronics, optoelectronics, electronic cards design, programmable circuits, VLSI;
- Electric engineering: (a)synchronous machines, electrical construction, production transportation and distribution of electricity, residential and industrial electric installations;
- Computer Science: algorithm and programming, database, IP networks;
- Telecommunications: Signal Processing, DSP, hyper-frequencies, antennas, ISDN, GSM technology, Billing, Roaming, PABX, ToIP, VoIP, Computer and Telephony Integration;

iv. Mathematics

- Fundamental Mathematics: Algebra, Analysis, Arithmetic, Geometry, Probability and Topology.
- Applied Mathematics: Scientific Computation, Numerical and Matrix Analysis, Codes and Cryptography, Statistics, Modeling, Optimization and Operational Research.

v. Translation and Interpretation

- Translation conceptually precise, stylistically faithful and technically accurate of a broad range of subjects in Creole, English, French, Portuguese and Spanish.
- Consecutive and simultaneous interpretation in Creole, English, French, Portuguese and Spanish.

PROFESSIONAL EXPERIENCES:

Country	Organization	Date	Position	Function description
Guinea-Bissau	UNCDF WCARO United Nations Capital Development Fund	08/17/2020 to Present	National Consultant	Conduct in Guinea-Bissau the first diagnostic work within the framework of the development of the OMVG's Integrated Development Master Plan. Collect data, documents and information covering all sectors of the economy (economic and financial, social, forestry and environmental, agricultural, energy, transport, mining, tourism, trade and industry, governance, to name a few).
Guinea-Bissau	JIGSAW Consult	05/05/2021 to 06/24/2021	Senior National Consultant	Conduct in Guinea-Bissau the data collection in the framework of the Final Evaluation of a Plan International Ireland's project called EQuIP (Education Quality Inclusive and Participative).
Guinea-Bissau	The Bassiouni Group	11/24/2020 to 02/28/2021	Senior National Consultant	Conduct, together with an international team, a Comprehensive Capacity Assessment of the United Nation Country Team in view of the withdrawal of the UN integrated mission called UNIOGBIS.
Guinea-Bissau	UN Women WCARO	12/06/2020 to 06/30/2021	National Consultant	Conduct, together with an international consultant, the Final Evaluation of a PBF funded project, jointly implemented by UN Women/UNFPA/WFP and called Supporting Women's and Youth Political Participation for Peace and Development of Guinea-Bissau .
Guinea-Bissau	Interpeace & Voz di Paz	09/25/2020 to 11/10/2020	National Consultant	Conduct, together with an international consultant, the Final Evaluation of a PBF funded project called "No Sta Djuntos!" – Towards a New Balance in Guinea Bissau: Creating the Space for a Real Participation of Women in Peaceful Conflict Management and in Governance .
Guinea-Bissau	FAO Food and Agriculture Organization of the United Nations	07/09/2020 to 08/19/2020	Head of Operations and Administration	Head of the administrative and financial operations of the GCP/GBS/035/EC project - Support for the Land Tenure implementation . Prepare, manage and review the budget and financial reports as needed. Prepare the tender documents and ensure timely supply of project requirements (staff, technical support services, subcontracts, training, equipment and supplies). Prepare analytical reports on project performance as required.
Guinea-Bissau	UNHACAN	May to June 2020	Independent Consultant	Conduct a Market Research on Communication for Development in Guinea-Bissau .

Country	Organization	Date	Position	Function description
Guinea-Bissau	UNDP under the responsibility of the UN Resident Coordinator Office	01/28/2020 to 03/26/2020	National Consultant for the Final Evaluation of 2016-2020 UNPAF (Partnership Framework between Guinea-Bissau and the United Nations)	Conduct, together with an International Consultant and another National Consultant, the evaluation of the relevance, effectiveness, efficiency, equity, sustainability and ownership of the partnership framework implementation results, particularly its contribution to the achievement of national priorities.
Guinea-Bissau	FAO Food and Agriculture Organization of the United Nations	03/13/2019 to 09/20/2019	Operations' National Consultant and Emergency Focal Point	Head of the administrative and financial operations of the OSRO/GBS/801/AFB project - Support the Fall Armyworm Control . Prepare, manage and review the budget and financial reports as needed. Prepare the tender documents and ensure timely supply of project requirements (staff, technical support services, subcontracts, training, equipment and supplies). Prepare analytical reports on project performance as required. Contribute to the preparation and evaluation of new projects to FAO Guinea-Bissau.
Guinea-Bissau	UNFPA / PBF	11 to 16 02/2019	Independent Consultant	Support the design and delivery of the Training Workshop for Women and Youth Candidates at 2019 Legislative Elections (Member of Parliament) .
Guinea-Bissau	National Youth Institute	12/23/2014 to 09/19/2018	President	Lead the Government Agency responsible for coordination and implementation of the youth policy and programs . Manage the human resources and drawing up the plan, the budget and activity reports. Establish national and international partnerships protocols with public and private entities ...
United States of America	U.S. Senate Office of the U.S. Senator Chris Coons	08/07/2017 to 09/15/2017	Mandela Washington Fellow at the Foreign Policy Team	Contribute to the weekly reports to update Senator Coons on social and political developments in Africa . Assist in preparing Senator Coons for the Congressional Delegation mission he has led to West Africa at the end of August.
Guinea-Bissau	ENDA Tiers Monde	08/01/2013 to 01/31/2015	Head of Departments of Information System and M&E.	Automate and manage the Information System . Analyze, validate and report project's data. Manage the Monitoring & Evaluation department.
Guinea-Bissau	SOS Children's Village	07/10/2014 to 08/31/2014	Independent Consultant	Conduct a Market Research on Employment and Vocational Training for Young People in Guinea-Bissau .
Guinea-Bissau	SOS Children's Village	05/21/2013 to 06/30/2013	Independent Consultant	Conduct, together with a local consultant, a baseline assessment of the "Quality Education" program, funded by the UE, co-funded and implemented by SOS.

Country	Organization	Date	Position	Function description
Guinea-Bissau	Jean-Piaget University	11/07/2011 to 06/28/13	Mathematics Professor	Professor of linear algebra, analytic geometry and mathematics of the qualifying year.
Guinea-Bissau	European Development Fund National Authorizing Officer Support Unit (CAON-FED)	10/17/2011 to 05/20/2013	Infrastructures, Social Sectors and Natural Resources' Program Manager	Designing, implementing, monitoring and evaluating projects/programs of social sectors, infrastructures, water and sanitation, energy, environment, rural development and food security financed in Guinea-Bissau by the European Development Fund.
Guinea-Bissau	Orange-Bissau	05/23/2011 to 10/16/2011	Electrical and Communications Engineer	GSM Core Network (NSS) and Service Platform (PFS) engineer in charge of SMSC/VMSC and billing technical support.
Guinea-Bissau	State Secretariat for Environment and Sustainable Development (SEADD)	11/2010 to 05/2011	IT Engineer	Ensure the equipment security and the well-functioning of the IP network. Manage the installation and the functioning of a meteorological observatory station of AMESD project.
Morocco	WEBHELP Fez	02/01/10 to 08/27/10	Call Center Network Administrator	Design, implementation, security and administration of ToIP network. Scalability planning, videoconferences setup, etc.

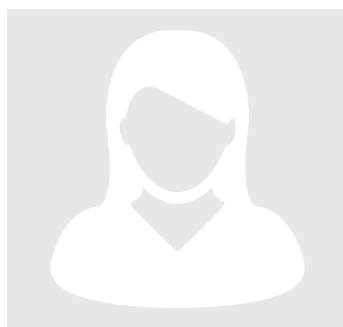
STUDIES & DIPLOMAS

Degree	Field	Institution	Date
Master in Sciences and Techniques	SMTII Microelectronic Systems of Telecommunications and Computer Engineering	Faculty of Sciences and Techniques Fez – Morocco	2007 – 2010
Master in Sciences	MIM Mathematics and Mathematic Engineering	Faculty of Sciences Fez – Morocco	2007 – 2010
'Maîtrise' in Sciences et Techniques	IEEA Computer, Electronic, Electric and Automatic Engineering	Faculty of Sciences and Techniques Tangier – Morocco	2005 – 2007
Bachelor	SMA Mathematic Science and Applications	Faculty of Sciences Tetuan – Morocco	2005 – 2007
DEUG	MP Mathematics – Physic	Faculty of Sciences and Techniques Tangier – Morocco	2002 – 2005
A-levels	Mathematic Science	Dr. Agostinho Neto High School Guinea-Bissau	1999 – 2000
A-levels	Experimental Science	Cónego Jacinto High School Cape-Verde	1998 – 1999

OTHER TRAININGS & CERTIFICATES

Training	Institution	Date
<ul style="list-style-type: none"> • Introduction to national socioeconomic surveys in forestry • Developing a M&E Plan for Food Security and Agriculture Programmes • Social analysis for agriculture and rural investment projects 	Food and Agriculture Organization of the United Nations (FAO)	July to August 2020
<ul style="list-style-type: none"> • Food Security Information Systems and Networks • Food Security Concepts and Frameworks • Introduction to Emergency Preparedness • FAO Project Cycle Fundamentals 	Food and Agriculture Organization of the United Nations (FAO)	March to September 2019
Reflection Workshop on the Tools of the Youth Entrepreneurship Promotion Program	CONFES Côte d'Ivoire	07 – 12 May 2018
Leadership and Public Management in the scope of the Mandela Washington Fellowship for Young African Leaders	Bridgewater State University United States of America	June to July 2017
International Training Session on Pedagogic Tools of the Youth Entrepreneurship Promotion Program	CONFES Mali	15 – 19 August 2016
Training Workshop on Promotion of the Youth Employment Through Integrated SMEs & Cooperative Development	ECOWAS Nigeria	18 – 20 August 2015
Training Seminary on Projects Monitoring and Evaluation	UE-PAANE Guinea-Bissau	2 – 5 April 2013
Training Seminary on Promotion of Learning Methods for Informal Education	UE-PAANE Guinea-Bissau	9 – 14 April 2012
Training Seminary on Financial and Contractual Procedures in the framework of the 10th European Development Fund	European Union by HUMAN DYNAMICS Guinea-Bissau	11/28/2011 to 12/08/2011
Training Seminary for Lusophone and Hispanic African countries on Strategic Marketing Management	International Telecommunication Union (ITU) Guinea-Bissau	3 to 7 October 2011
Seminary for African Francophone Countries on Public Administration	Beijing University sponsored by Ministry of Business – China	04/26/2011 to 05/16/2011

2. INTERNATIONAL CONSULTANT



Khanyisa Eunice Mabyeka
Gender and development consultant
Email: khanyisa@gmail.com

1. Family name: MABYEKA
2. First names: Khanyisa Eunice
3. Date of birth: 1977
4. Passport holder of: Mozambique
5. Residence: Germany

6. Education:

Institution (Date from – Date to)	Degree(s) or Diploma(s) obtained
Universidad Autónoma de Barcelona (Spain) 2006 - 2008	M.A.S. Political Science and Public Administration
Universidad Pompeu Fabra (Spain) 2003	Post-graduate degree on African Societies and Development
Hegoa Institute – Universidad del País Vasco (Spain) 2001 - 2002	M.A. Development and International Cooperation
Instituto Superior Politécnico e Universitário (Mozambique) 1996 - 2001	LL.B (Bachelor of Law)

7. Language skills: Indicate competence on a scale of A1 to C2 (A1 basic - C2 excellent):

Language	Reading	Speaking	Writing
Portuguese	mother tongue		
English	C2	C2	C2
Spanish	C2	C2	C2
German	B1	B1	A2
French	A2	A2	A2
Changana	A0	A0	A0

8. Membership of professional bodies: Associate of Gender at Work (www.gendematwork.org); Associate and consultant of Embondeira – Centro de Recursos para Praticantes de Desenvolvimento (www.embondeira.org)
9. Other skills (e.g. Computer literacy): excellent computer literacy (Excel, Word, PowerPoint, Access, creation of web sites)
10. Present position: Independent Consultant
11. Years within the firm: 17 years
12. Key qualifications relevant to the assignment:
 - More than 15 years of professional experience as Consultant, Adviser, Trainer/ Facilitator in assignments related to gender equality issues.
 - Institutional development experiences, including facilitation of organizational gender audits.
 - Elaboration of gender strategies, gender policies and plans, gender budgeting. Analysis and design of policies
13. Professional Experiences relevant to the assignment

Date from Date to	Location	Company & reference person (name & contact details)	Position	Description
07/2021 – 12/2021 (on going)	Mozambique, Guinea Bissau, Angola, Cape Verde, São Tomé e Príncipe (remote)	Gender at Work/ Education International	Gender consultant/ facilitator	Follow-up webinars on school-related gender-based violence in the context of the Covid-19 pandemic. <ul style="list-style-type: none"> Through facilitation of a training on the Gender Action Learning process. Document review, facilitation of workshops and mentoring
05/2021 – 02/2023 (on going)	Mozambique, Zambia, Kenya and Uganda (remote)	Human Sciences Research Council/ Gender at Work	Gender consultant/ facilitator	Strengthening the Capacities of Science Granting Councils in Gender and Inclusivity. <ul style="list-style-type: none"> Through facilitation of a Gender Action Learning process. Document review, facilitation of workshops and mentoring
03/2021 – 06/2021	Mozambique (remote)	The World Bank	Rapporteur	Rapporteur of a 3-day webinar on Results Based Financing for Gender-Based Violence and Women Empowerment projects <ul style="list-style-type: none"> Report of the findings from the 3-day webinar Preparation of a Roadmap for Results Based Financing project design and implementation
02/2021 – 04/2021	Mozambique (remote)	Ministry of natural resources and energy/ Belgian Development Cooperation (clients)	Rapporteur Gender consultant	Identification of conceptual and strategic entry point to mainstream gender in the government's efforts to attain sustainable energy for all (SE4ALL) by 2030. <ul style="list-style-type: none"> Assessment of the status of gender mainstreaming in the sustainable energy sector. Elaboration of recommendations for acceleration of gender mainstreaming in the efforts to attain SDG 7.
01/2021 – 08/2021	Guinea Bissau	UN Women/UNFPA	Evaluator/ Gender consultant	Evaluation of a project "Support Women's and Youth Political Participation for Peace and Development in Guinea Bissau" with funding from the United Nations Peacebuilding Fund. <ul style="list-style-type: none"> Evaluation design, process and methods: Iterative, participative and qualitative, documentary review, semi-structured interviews, focus group discussions, most significant change stories
01/2020 - 03/2020	Mozambique	Oxfam	Gender consultant/ Researcher	Preparation of a National Shadow Report on the implementation of African Union's Women Land Rights instruments and other relevant Women Land Rights laws and policies. <ul style="list-style-type: none"> Document analysis and socio-economic assessment of the state of the developments. Elaboration of recommendations for further development.

Date from Date to	Location	Company & reference person <i>(name & contact details)</i>	Position	Description
11/2019 - 07/2021	Global with case studies in Haiti, India, Philippines and Zambia (semi remote)	Kindernothilfe (client) Camino GmbH (consulting firm)	Evaluator/ Gender consultant	<p>Evaluation of the gender effects of the Kindernothilfe's Self Help Groups Approach</p> <ul style="list-style-type: none"> • Involvement at various degrees in all the phases of the evaluation: responsible for the Zambia case study. • Evaluation design, process and methods: Iterative, participative and qualitative, documentary review, Theory of Change, workshops, semi-structured interviews, focus group discussions.
03/2018 – 03/ 2019	Angola	FIIAP (Fundação para o Desenvolvimento Social) (cliente) Embondeira (Consul- ting firm)	Gender consultant	<p>Technical Assistance for Gender Training and Advisory</p> <ul style="list-style-type: none"> • Development of a Gender strategy and a Code of conduct. • Development of training materials on gender issues (concepts, masculinities, leadership and institutional development). • Methodological preparation of a gender awareness and capacity needs assessment.
08/2016 - 10/2016	Mozambique	Swiss Development Cooperation	Gender consultant	<p>Gender baseline study</p> <ul style="list-style-type: none"> • Carrying out a profiling of the gender issues in 3 provinces in the areas of Agriculture, Water and Sanitation, Participation in decision making processes, Health, Financial Services and Land. Analysis of political reform. • Study design, process and methods: Iterative, qualitative and participative, using documentary review, focus group discussions, semi-structured interviews and Gender at Work approaches.
10/2015 - 02/2016	Mozambique	The European Union/ Ministry of Gender, Children and Social Action	Gender expert	<p>Preparation of a Country Gender Profile (Mozambique)</p> <ul style="list-style-type: none"> • Carrying out of a qualitative study to generate updated data and analysis on the situation of gender equality in Mozambique, in areas such as Access to work and productive resources, Health, Education, Justice and human rights, Legal framework, Gender-based violence, Poverty and Gender budgeting.
12/2014 – 03/2015	Mozambique	UN Women	Gender consultant	<p>Mapping of rural women's organisations</p> <ul style="list-style-type: none"> • Through a participative process of data collection, development of a database of rural women organisations in Mozambique. The database includes information such as the geographical areas of their activities, the economic activities they carry out or support, their contact and the networks they belong to

Date from Date to	Location	Company & reference person (name & contact details)	Position	Description
06/2013	Mozambique	Oxfam Novib	Facilitator of gender mainstreaming	Facilitation of a gender mainstreaming process of 6 partner organisations. <ul style="list-style-type: none"> • Design and facilitation of participative processes of organisational gender self-assessments. • Development of action plans for gender mainstreaming. • Facilitation of monitoring workshops on the implementation of the action plans.
11/08/2010 – 30/09/2010	Angola	Royal Norwegian Embassy in Angola/ Embondeira consulting	Gender consultant	Gender policy/strategy study <ul style="list-style-type: none"> • Carrying out a study to identify existing policies, strategies and programs in Angola to strengthen Gender Equality. • Development of a study report including analysis regarding areas of work which could be supported to strengthen the actions to promote gender equality.
12/2008 - 01/2009	Spain/Angola	Intermon Oxfam	Gender Mainstreaming consultant	Facilitation of a Gender Mainstreaming process in Education and Livelihood programs <ul style="list-style-type: none"> • Through a documentary review process, assess programs' gender mainstreaming status. • Develop plans to further mainstream gender at both organisational and programmatic levels.

14. Other relevant information (e.g., Publications):

- Mabyeka, k. E., (2020) “implementation of African union (AU) women land rights (WLR) frameworks and instruments in Mozambique”, Oxfam in Mozambique, spot color gráfica e publicidade, Maputo, Mozambique.
- Mabyeka, k. E & Lowe, H.Z. (2017) Manual de formação em planificação e orçamentação na óptica de género. Associação da mulher na comunicação social/ IBIS. Maputo, Moçambique.
- Gutiérrez Castillo, Victor Luiz (dir.), (2015), Diccionario de la cooperación internacional al desarrollo con África subsahariana, publicaciones de la universidad de Jaén, Jaén, Spain.
- Mabyeka, k., (2012) “A cada cual lo suyo: principales diferencias entre feminismos africanos y occidentales” in V. L. G. Castillo (ed.), La cooperación internacional para el desarrollo con África subsahariana, publicaciones de la universidad de Jaén, Jaén, 2012, pp. 57-76. The book can be downloaded at: http://www.ciberoamericana.com/pdf/libro_africa.pdf
- Lowe, h. Z. & Mabyeka, K, (2017) CEDAW para todos os públicos, Muleide. Maputo, Moçambique.
- Mabyeka, k. E., (2011), “Resource mobilisation guide – for organisations working for women’s rights and gender equality. The secretariat of the Africa-Spanish women’s network for a better world, December 2011. The guide can be downloaded from the following link: <http://www.reddemujeresporunmundomejor>.

UN WOMEN IS THE UNITED NATIONS
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TO ACCELERATE PROGRESS ON MEETING
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UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



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