Final Report

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Final Evaluation of the joint project "Empowering Youth for a Peaceful, Prosperous and Sustainable Future in Kosovo[1] 2019-2021"

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1 References to Kosovo shall be understood to be in the context of Security Council Resolution 1244 (1999).

Project/outcome Information	
Project/outcome title	Empowering Youth for a Peaceful, Prosperous and Sustainable Future in Kosovo
Atlas ID	0011358
Corporate outcome and output	The influence of conflict narratives and prejudice has decreased through improved social cohesion resulting from local populations working together and with local institutions on contemporary issues of shared interest to jointly develop solutions for a common future.
Country	Kosovo (UNSCR1244)
Region	Western Balkans
Date project document signed	10.12.2018

Project dates	**Start**	**End**
	31.01.2019[2]	20.03.2021

Project budget	$2.772.780
Project expenditure at the time of evaluation	$2.772.780
Funding source	UN Peacebuilding Fund
Implementing party[3]	UNDP-UNV, UNICEF, UN Women

Evaluation information		
Evaluation type (project/ outcome/thematic/country programme, etc.)	Project Evaluation	
Final/midterm review/ other	Final Review	

Period under evaluation	**Start**	**End**
	01.01.2019	20.03.2021

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Evaluation dates	**Start**	**Completion**
	20.01.2021	07.07.2021

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[2] Date of first transfer

[3] It is the entity that has overall responsibility for implementation of the project (award), effective use of resources and delivery of outputs in the signed project document and workplan.

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Acronyms

AGE	Agency for Gender Equality
CD	Capacity Development
CoE	Council of Europe
DAC	Development Assistance Committee
EMG	Evaluation Management Group
EU	European Union
EULEX	European Union Rule of Law Mission in Kosovo
EYPPSFK	Empowering Youth for a Peaceful, Prosperous, and Sustainable Future in Kosovo
ICO	Intermediate capacity outcome
IOM	International Organization for Migration
KEC	Kosovo Education Center
KPGE	Kosovo Programme for Gender Equality
KWN	Kosovo Women Network
M&E	Monitoring and Evaluation
NATO	North Atlantic Treaty Organization
NEET	Not in Education, Employment or Training
OECD	Organization for Economic Co-operation and Development
OSCE	Organization for Security and Co-operation in Europe
PBF	UN Peacebuilding Fund
PBSO	UN Peacebuilding Support Office
PEN	Peer Educators Network
RUNO	Recipient United Nations Organizations
TBF	United Nations Kosovo Trust-Building Forum
ToC	Theory of Change
ToR	Terms of Reference
UNDP	United Nations Development Programme
UNEG	UN Evaluation Group
UNICEF	United Nations International Children's Emergency Fund
UNKT	United Nations Kosovo Team
UNMIK	United Nations Mission in Kosovo
UNSCR	United Nations Security Council
UNV	United Nations Volunteers

Executive summary

This is the final evaluation of the joint $2.8 million project "Empowering Youth for a Peaceful, Prosperous and Sustainable Future in Kosovo[4]," PBF/IRF-285[5] funded by the Secretary-General's Peacebuilding Fund (PBF), and implemented by UNDP-UNV, UNICEF and UN Women. The project was a multi-agency effort to train, mentor, inform, employ, and empower young women and men through youth-led trust building initiatives that aimed to nurture social cohesion and peace in 15 target municipalities in Kosovo. The project strived to improve social cohesion and decrease the influence of conflict narratives. Through three different but interconnected outputs, the project aimed to engage young women and men from diverse backgrounds to discuss and engage in issues of shared interest and concern and to cooperate with local institutions. **The first output** focused on encouraging young women and men from diverse communities to establish a practice of addressing issues of shared concern and interest jointly. **The second output** focused on enhancing the trust of young women and men in public institutions by providing employment opportunities. Lastly, **the third output** focused on enhancing the leadership capacity and influence of women and girls to engage in peacebuilding. The project began in January 2019 and ended in March 2021.

The methodological approach of this evaluation was in line with evaluation criteria of the OECD DAC Criteria for Evaluating Development Assistance, namely relevance, effectiveness, efficiency, sustainability and impact and the newly agreed criteria on coherence, as well as a criterion on gender as per the Terms of Reference. After having reviewed the conflict analysis and having reviewed and reconstructed the Theory of Change (TOC), the evaluation team deployed a series of data collection (desk review and literature review, key informant interviews, Focus Group Discussions, and online survey) and analysis tools (analysis of TOC, content and qualitative analysis, quantitative analysis, and use of the Reflecting on Peace Practice Matrix Plus) to answer the main questions that were developed against the evaluation criteria. Also, the evaluation built on the good practices from the literature on peacebuilding and peacebuilding evaluation.

Key Findings

Relevance: The evaluation found that the PBF-funded project was very relevant as the project design was based on a sound understanding of the context of Kosovo and the particular challenges facing the young post-war generation. In this sense, the project was developed through an understanding of the needs of its beneficiaries, and sensitive to addressing the situation of non-majority communities (inter-ethnicity), as well as the role of young women in peacebuilding (gender equality). It was thus also aligned to the Sustainable Development Goals (SDG) and Agenda 2030, and the framework of both UNSCR 2250 and UNSCR 1325. The project was also proactive, at design stage and during implementation, in looking for complementarity with UN and non-UN projects in Kosovo and finding some synergies. However, some elements of the conflict analysis, which should be the basis of every peacebuilding operation, could have been better articulated. For instance, the project could sometimes have been clearer in defining and explaining the casual link between some of its initiatives and the ambitious objectives regarding divisive narratives, social cohesion, and gender equality, as well as the relationship between key areas of focus like fragility and unemployment and between fragility and trust-building.

Coherence: The evaluation found that the project had solid *internal coherence* as it was developed in synergy with other UN complementary interventions, and in line with the 2016-2020 UN Common Development Plan in Kosovo (Social Inclusion Priority Area), and the UN Integrated Strategic

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[4] References to Kosovo shall be understood to be in the context of Security Council Resolution 1244 (1999).
5 http://mptf.undp.org/factsheet/project/00113581

Framework for Kosovo 2018-2020 (ISF) (focus on Intercommunity trust-building). Regarding *external coherence*, the evaluation identified that the project team was willing to work with other donors and sought, from the start of the process, synergies with relevant projects implemented by partner organizations, although with limited success. For instance, while there is evidence of good cooperation with OSCE, the same cannot be said about the project's coordination with similar USAID initiatives.

Effectiveness/Impact: The evaluation found that, while population-level results could not always be confirmed, within its sphere of influence the project had a strong impact at the individual level. The project did empower the youth it worked with by successfully creating shared spaces for young men and women from different ethnic groups to meet and collaborate, it engaged with them, it increased their confidence and it helped them to develop critical thinking, communication, teamwork, influencing and leadership skills. 85% of youth interviewed confirmed they had already managed to apply what they learned from project activities and, in some cases, secured a job because of the experience participating in the project. Moreover, the final beneficiaries (youth) and the main project stakeholders (UN agencies, implementing partners and local authorities) felt very positive about the impact of the project. Given the limited scale and duration of the project, these were significant results.

The main hypothesis about enhanced social cohesion leading to decreased impact of divisive narratives was only partially tested given that the evidence on the outcome level is more scattered. There is some anecdotal evidence, for instance, that youth have continued collaborating with youth from other groups, yet there is no evidence of an established practice of working together identified as one of the main objectives of the project. In this sense, the project did contribute to inter-ethnic cooperation and to breaking down stereotypes but its results have not been institutionalized so far. Also, the evaluation could not confirm a direct connection between increased trust toward local institutions and project activities as the youth interviewed had a variety of perspectives regarding this topic."

Efficiency: The project managed to complete all its activities by March 2021 and reached 100% delivery. The results mentioned above are even more important considering the context of the COVID-19 pandemic and its impact on what was meant to be the final phase of the project in the first half of 2020. The project, indeed, was efficient at adapting to the challenges posed by COVID-19 by assuring a smooth and quick response, which included adjusting some of its activities to tackle issues caused by the pandemic. The evaluation reckoned that one of the main reasons why the project was efficient in doing so was the proactivity and commitment of the project team as well as the main stakeholders involved (both UN agencies and implementing partners). Regarding the joint project modality, the analysis of the documentation showed that the project was developed on the basis of each agency's comparative advantage: UNICEF focusing on education related activities, UNDP-UNV on building trust in institutions, volunteering and employment and UN Women on empowering young women through skills-building and mentoring. The evaluation, however, found that the implementation of the project encountered some minor coordination and communication problems. In this sense, the project structure was very complex with 21 main activities and many sub activities that related to a variety of complementary yet separate results. Moreover, it can also be observed that, during the project implementation, it was sometimes difficult to integrate the project's activities and maximize synergies between agencies, partially because of the need to focus on separate outputs.

Sustainability: The evaluation identified some signs of sustainability for some of the project activities and results although many of the project results are unlikely to be sustainable without

further support by Kosovo institutions. The evaluation team found many instances where the implemented project activities led to intended positive results even if not all of them had been anticipated in the project document. During implementation, the project built on existing partnerships with institutions and CSO partners (for instance, UNDP previous engagement with Ministry of Youth, Culture, and Sports; UN Women cooperation with Agency for Gender Equality) and some of its results inspired initiatives outside the project. Nevertheless, the evaluation identified several challenges for the authorities to take ownership of project activities and develop some follow-up initiatives, such as the volatile political landscape (there were three elections during the duration of the project).

Gender Equality: Lastly, the project also showed a good understanding of the importance of gender mainstreaming throughout its activities under all three outputs. Most commitments regarding gender equality (incl. targets) from the initial project documents were realized during the implementation of the project, albeit with some modifications due to COVID-19. Output level targets related to gender equality specifically or the foreseen impact on girls vs. boys were achieved. Overall, the project contributed to the commitments of the Women, Peace and Security (WPS) Agenda and UNSCR 1325 by implementing various initiatives for young women from different communities, such as training and mentoring workshops and programs, and by engaging media to promote "responsible journalism" and collaborating with Kosovo institutions on addressing women's rights and gender equality.

The evaluation offers a series of recommendations for:

The PBF
- To develop a community of practice, building on the existing platform, that can help country teams learn from each other when designing and implementing interventions

The UNDCO
- To develop a regional project on social cohesion building upon the results of this project so as to seize the good momentum and opportunity to work around youth empowerment and social cohesion and to boost the efforts of the different UN agencies working on this topic.

RUNOs
- To clarify the objective, vision and coherence of future projects by defining complex concepts (such as social cohesion), by verifying the feasibility of developing projects that tackle challenging issues (such as trust building) within a short timeline, and by better explaining the connection between fragility and the main thematic area chosen for an intervention (such as unemployment and women's institutional underrepresentation)
- To develop more coherent projects based on solid TOCs that can illustrate the several pathways and underlying assumptions for the project to achieve those objectives
- To develop a clear 'exit strategy' so as to clearly define how the project envisages to develop sustainability after its activities are completed (i.e. develop youth platforms that would allow young people to keep interacting with each other)
- To ensure that future projects are based on a gender-sensitive conflict analysis, including addressing the root causes of women's underrepresentation in peacebuilding and decision-making.
- To improve the M&E and reporting system of new projects by making it more outcome oriented (i.e. focusing more on measuring changing behavior rather than measuring the

number of people trained)., articulated, and gender sensitive, and by developing specific tools or mechanisms to be able to capture the catalytic role of the project.

- To develop, possibly, a "learning system" for future similar peacebuilding projects so as to store all the information in one repository and organize, analyze and share the information with internal and external stakeholders.
- To develop a communication strategy that is effective and uses easy-to-understand terminology (i.e. avoid complex terminology) that should be developed by the project team in close discussions with direct beneficiaries and institutional stakeholders.
- To better appreciate the management structure other peacebuilding interventions used - in particular, the effectiveness of joint projects where agencies were in charge of one output each as compared to joint projects where agencies worked and collaborated on the same outputs.
- To engage with Kosovo authorities (i.e. relevant ministries) and ensure that they are part of the sustainability strategy of future peacebuilding projects.

I. Introduction

Background and Context

Kosovo is located in the Western Balkans, with a population of about 1.8 million.[6] With an average age of 26 years old, around 38% of the population in Kosovo is younger than 20, making it the youngest in Europe.[7] The ethnic makeup of Kosovo is diverse, with Kosovo Albanians (estimated 87-90%) and Kosovo Serbs (estimated 7-8%) making up the majority of the population. An estimated 5% of the population is made up of other minorities, including Roma, Ashkali, Egyptian, Turkish, Bosniak and Gorani communities. However, recent accurate population data is not available.[8] Around 62% of the population in Kosovo lives in rural areas, including 61.6% of women and 62.3% of men. With 18% of the population living below the poverty line, and 5.1% below the extreme poverty line, poverty continues to be widespread.[9] Since the end of the conflict in 1999 and Kosovo's declaration of independence in 2008, notable progress has been made in several areas, including effective governance, democratisation, and rule of law.[10] Among other things, institutions have shown their commitment and determination to continue towards further European integration.[11] Despite these improvements, the situation in Kosovo remains fragile. The political landscape, for instance, has been volatile in recent years, as indicated by the fact that during the duration of the project there were three elections, each bringing new political leadership.

At the same time, there is peaceful cohabitation among the different ethnic groups in Kosovo, even though communities are relatively separated and there are limited opportunities for interaction and language barriers. Overall, Kosovo communities have thus remained generally

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[6] Kosovo Census: https://ask.rks-gov.net/media/2129/estimation-of-kosovo-population-2011.pdf
[7] UNDP, *Kosovo Human Development Report* 2016, at https://www.ks.undp.org/content/kosovo/en/home/library/poverty/kosovo-human-development-report-2016.html
[8] The 2011 census indicatively put the population of Kosovo at 1,739,825 inhabitants. However, as a result of the partial boycott of the 2011 census by the K-Serb community, the population estimate does not include K-Serb residents from the four northern Serb majority municipalities and cannot be deemed reliable for non-majority populations in other parts of Kosovo.
A number of recent studies estimate the ethnic composition of the population, see for example The World Bank, Republic of Kosovo Systematic Country Diagnostic, 2017, <documents1.worldbank.org/curated/en/282091494340650708/pdf/Kosovo-SCD-FINAL-May-5-C-05052017.pdf> or The European Center for Minority Issues Kosovo (ECMI), *Communities in Kosovo: A guidebook for professionals working with communities in Kosovo*, <www.ecmikosovo.org/en/Community-Profiles> (based on 2011 census data complemented by 2010 and 2013 OSCE statistics).
See also the compendium of Municipal Profiles 2018 compiled by the OSCE Mission in Kosovo, 29 January 2019, available at <www.osce.org/mission-in-kosovo/municipal-profiles>
[9] Kosovo Agency of Statistics, Consumption Poverty in the Republic of Kosovo, May 2019, at: https://ask.rks-gov.net/media/4901/poverty-statistics-2012-2017.pdf
[10] United Nations Kosovo Team, Common Kosovo Analysis, October 2020, at: https://kosovoteam.un.org/sites/default/files/2021-03/CommonKosovoAnalysis.pdf
[11] EU Progress Report, 2020, at: https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/kosovo_report_2020.pdf

separated culturally, politically, as well as geographically.[12] This divisiveness has been aggravated by conflict narratives encouraged by community leaders and political leaders,[13] but the situation is more relaxed in south Kosovo, where Serbs, albeit still living in mono-ethnic communities, live and interact with institutions.[14] There is negative peace, meaning that there is no large scale violence or war, but no full positive peace has been achieved either, meaning that the restoration of relationships and social systems has not occurred yet.[15] Ongoing challenges to social cohesion in Kosovo persist and have reinforced mistrust of Kosovo Serbs towards institutions, including divisive conflict narratives have kept communities apart, geographically, culturally, economically and politically, dominating political, media, and social discourse.[16]

In addition, divisive conflict narratives are still being influential and promoted through both politics and media,[17] and they re-enforce stereotypes and often spread hate speech.[18] Such narratives often relate to prejudice and distrust among communities, ethnic belonging, powerlessness, and historical legacies (primordial divisions, blame, victimization etc.). [19] Furthermore, the full potential for trust and progress in inter-ethnic dialogue and reconciliation at the community level is hindered by limited realization of the rights and interests of non-majority communities as well as by divisive historical and political narratives. Moreover, as a result of the conflict in Kosovo, 1,646 persons remain unaccounted for, and transitional justice processes require acceleration, such as the ongoing establishment of a truth and reconciliation commission. On the international level, no consensus on Kosovo's status exists, and the UN Security Council continues to remain divided basing its agenda on UNSCR resolution 1244.[20] Therefore, an overview of the context analysis done in Kosovo shows that among the major structural factors undermining social cohesion in Kosovo are the unresolved political status and the lack of a comprehensive "Dealing with the Past" process.[21]

Furthermore, the problem of mistrust is a challenge for all communities in Kosovo, which is particularly worrying for young men and women in Kosovo as the demographics shows that 60% of the population are under 30 years of age.[22] According to the project document: "[the] engagement of youth[23], that spans the ethnic divide, has substantive peacebuilding potential, as they are the ones to challenge divisive narratives, as well as question unjust systems and structures, and envision more just alternatives." The problem of mistrust among youth communities is also aggravated by the alienation from the political process, frustration with public service delivery and lack of economic opportunity, and, for women, widespread exclusion from different sectors.[24] In this sense, the project document highlights that the mistrust across communities has been compounded by deficiencies in public service delivery and socioeconomic challenges[25] such as a very high rate of unemployment, which is continually reported as the biggest issue impacting social

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[12] *Academy (FBA)* and *UNDP*, "Social Cohesion in Kosovo: Context Review and Entry Points", 2019, pp. 10-11.

[13] Ibid.

[14] Ibid.

[15] Johan Galtung, Carl G. Jacobsen, and Kai Fritjof Brand-Jacobsen. 2002. Searching for Peace: The Road to TRANSCEND. London: Pluto Press

[16] Public Pulse Analysis 2019: Reconciliation and coexistence in Kosovo', UNDP, Nov 2019:

[17] Peaceful Change, "Understanding Divisive Narratives, Serbia and Kosovo, 2020, at: https://peacefulchange.org/wp-content/uploads/2020/11/PCi-FGD-Serbia-Kosovo-Report-Final-Eng-1.pdf

[18] Ibid.

[19] Ibid.

[20] United Nations Kosovo Team, Common Kosovo Analysis, October 2020, at: https://kosovoteam.un.org/sites/default/files/2021-03/CommonKosovoAnalysis.pdf

[21] UNDP and Folke Bernadotte Academy, Social Cohesion in Kosovo: Context Review and Entry Points, July 2019

[22] Kosovo Agency of Statistics

[23] In this report, youth is defined as persons between the ages of 15 and 24, which corresponds to the definition of youth used by the United Nations for statistical purposes. - https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf

[24] These were some of the lessons learned from the workshop that UNDP organized in North Mitrovicë/Mitrovica, Gjilan/Gnjilane, and Prishtinë/Priština during October 2018

25 However, these are important assumptions that will be tested during the evaluation.

wellbeing of the people of Kosovo[26], and which affects youth disproportionally (46.9% of those aged 15-24 years).[27] Nearly one in three young persons in Kosovo is considered "NEET" (not in education, employment or training) (38.1% for young women, 37.4% for young men),[28] and, as confirmed by the 2020 Youth Study conducted under the project, unemployment remains a key concern for youth regardless of gender and ethnicity.

At the same time, marginalized youth, particularly women, are vulnerable to personal, social and economic risks, including low self-esteem, substance abuse, crime and increased exposure to radicalization.[29] Concerning gender equality and women's rights, Kosovo has made progress in the last two decades, especially towards aligning legislation with international policies and standards.[30] However, in practice, gender inequality continues to be pervasive in Kosovo, as women and girls remain underrepresented, marginalized, and face additional challenges in numerous sectors.[31] Major concerns remain with regards to gender-based violence, discrimination in the labour market, access to justice, finance and ownership of property.[32] On the topic of access to education, for instance, girls and boys in Kosovo are proportionally represented across primary, secondary, and tertiary education.[33] However, the situation changes once they hit the labour market with serious inequalities emerging between women and men. While overall unemployment is high (24.6%), the situation is worse for women (33.1% as high as 61% for young women between 15-24 years of age) than for men (21.5% or 40.8% for young men).[34] Moreover, Gender-Based Violence (GBV) remains one of the most prevalent, yet underreported human-rights violations in Kosovo. While only 1533 cases[35] reported to the Kosovo Police in 2018, anonymous surveys with men and women show that the actual incidence rate is as high as 68% for women and 56% for men. Lastly, women also remain underrepresented in central and local level institutions, particularly in decision-making roles.[36]

Given one of the project's aims was to empower young women (Output 3), it should be noted that the literature on women's role in peace and conflict processes has shown that women are well positioned to be key positive actors for peacebuilding interventions as advocates, negotiators, and mobilisers.[37] More exactly, an examination of women's participation in 40 transition and peace processes across the world concluded that women's involvement made it more likely to reach an agreement and to have long lasting peace.[38] In Kosovo too, women belonging to both the Albanian and the Serb communities were actively engaged in peacebuilding and peacekeeping during and after the war. For instance, during the 1998-99 war women contributed to conflict resolution by providing education for women and girls, providing humanitarian aid and healthcare, documenting violations of human rights, and holding demonstrations and protests.[39] However, women in Kosovo remain underrepresented in peacebuilding efforts and negotiations, as recently noted in

[26] Public Pulse XIII, UNDP, November 2017, http://www.ks.undp.org/content/kosovo/en/home/library/democratic_governance/public-pulse-xiii/
[27] Labour Force Survey Q3 2020, Kosovo Agency of Statistics, https://ask.rks-gov.net/media/5859/lfs-q3-2020.pdf
[28] Labour Force Survey Q3 2020 Kosovo Agency of Statistics, https://ask.rks-gov.net/media/5859/lfs-q3-2020.pdf
[29] Folke Bernadotte Academy (FBA) and UNDP, "Social Cohesion in Kosovo: Context Review and Entry Points", 2019, p. 20.
[30] EU Progress Report 2020
[31] FBA and UNDP, op. cit.
[32] Haug H.K. (2015) 'Gender Equality and Inequality in Kosovo'. In: Hassenstab C.M., Ramet S.P. (eds) Gender (In)equality and Gender Politics in Southeastern Europe. Gender and Politics. Palgrave Macmillan, London.
[33] Donjeta Morina for the Council of Europe, "Intersectional Gender Analysis of Pre-University Education", 2020, at : https://rm.coe.int/raporti-gender-eng-final/1680a0b187
[34] Kosovo Agency of Statistics, Social Statistics, Labour Force Survey, Q3, 2020, at: https://ask.rks-gov.net/media/5859/lfs-q3-2020.pdf
[35] Kosovo Women's Network, No more Excuses: An Analysis of Attitudes, Incidence, and Institutional Responses to Domestic Violence in Kosovo, 2015, at: https://womensnetwork.org/wp-content/uploads/2018/10/20151124105025622.pdf
[36] Kosovo Gender Analysis, 2018
[37] Maxwell Adjei (2019) Women's participation in peace processes: a review of literature, Journal of Peace Education, 16:2, 133-154
[38] O'Reilly et al, Reimagining Peacemaking: Women's Role in Peace Processes, 2015, at: https://www.ipinst.org/wp-content/uploads/2015/06/IPI-E-pub-Reimagining-Peacemaking.pdf
[39] Kosovo Women's Network, A Seat at the Table, 2021, at: https://womensnetwork.org/publications/a-seat-at-the-table/

relation to the lack of consultations and consideration of women's needs and priorities within the EU-facilitated Dialogue between Belgrade and Pristina.[40]

Description of Intervention

The United Nations developed a series of interventions designed to address the challenges identified above and to use the opportunities offered by Kosovo's demographics with the ability to access and empower youth and women from different ethnic backgrounds and age groups. For instance, the United Nations Kosovo Trust-Building Forum (TBF) organized in May 2018 in Ljubljana brought together a broad cross-section of Kosovo society including civil society groups, media, youth leaders and municipal leaders from both majority and non-majority communities who identified several actionable recommendations. Multi-ethnic youth platforms supported by the United Nations such as the UN Youth Assembly in Kosovo[41] and the "Stories from the Other Side" project[42] further contributed to raising youth voices to combat divisive ethnic stereotypes.[43]

It is within this context that the "Empowering Youth for a Peaceful, Prosperous, and Sustainable Future in Kosovo" (EYPPSFK) project, PBF/IRF-285,[44] funded by the UN Secretary-General's Peacebuilding Fund ($2,772,780), was approved as a joint initiative implemented by UNDP-UNV, UNICEF and UN Women, under the strategic guidance of the UN Development Coordinator in Kosovo, for an initial period of 18 months, from 20 December 2018 to 30 June 2020, which was later extended to 20 March 2021. The project's geographical scope of activities focused on the Prishtinë/Priština and Mitrovicë/Mitrovica regions (covering 15 of the 38 municipalities in Kosovo).[45]

The project mainly aimed at building confidence and critical thinking of youth so as to diminish the influence of conflict narratives and prejudice, and expected this objective to be achieved through increased trust in institutions (vertical cohesion) and inter-ethnic trust (horizontal cohesion) by working together on contemporary issues of shared interest.[46] Moreover, gender equality was a central aspect of the project, as it also aimed to enhance women's leadership and participation in peacebuilding processes. Even though output 3 focuses specifically on gender equality, gender was mainstreamed in all three outputs and women were included in the planning and/or implementation of all project activities.

The table below gives a brief overview of the project and its main activities.

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[40] https://womensnetwork.org/belgrade-pristina-dialogue-from-womens-perspective/
[41] For more see: https://eca.UN Women .org/en/news/stories/2019/05/kosovo-youth-assembly#:~:text=United%20Nations%20Youth%20Assembly%20in,in%20communities%20and%20peace%2Dbuilding&text=Among%20the%20largely%20youth%2Dled,different%20levels%20of%20decision%2Dmaking.
[42] For more see: https://unmik.unmissions.org/%E2%80%9Cstories-other-side%E2%80%9D-unmik-launches-platform-cooperation-young-people-kosovo
[43] Public Pulse survey on Youth, recommendations shaped the Kosovo Roadmap on Youth, Peace and Security, first round of stakeholder workshops in North Mitrovicë/Mitrovica, Gjilan/Gnjilane, and Prishtinë/Priština during October 2018
[44] http://mptf.undp.org/factsheet/project/00113581
[45] IRF is for non-eligible countries. The original timeframe was 18 months, but, due to COVID-19 the project received NCE for additional 9 months. Hence, an overall of 27 months.
[46] Issues of shared interest include issues pertaining to service delivery priorities, drugs, environmental degradation, extremism, domestic or community violence, unemployment, education, lack of social and leisure facilities, or political issues.

Box 1. Brief description of the 3 outputs[47]

The **outcome** of this project was that the influence of conflict narratives and prejudice has decreased through improved social cohesion resulting from local populations working together and with local institutions on contemporary issues of shared interest to jointly develop solutions for a common future.

The joint project implemented its activities under three core outputs:

- Output 1 (targeting 3,140 youth): Young women and men from communities polarized in the current political environment have established the practice of jointly addressing issues of shared interest and concern.
  This output aimed at engaging young women and men aged 16-26 to provide them with skills for life through a human-centered design methodology with follow-up small-grant funding to implement the project activities selected and designed. Activities under this output included various workshops and trainings to simultaneously increase the capacities of young women and men and to provide them with opportunities to collaborate with youth from different ethnicities. This included UPSHIFT workshops focusing on social change, Podium workshops focusing on youth advocacy, and Ponder workshops, focusing on Critical literacy.
  Leading Agency: UNICEF. This agency was expected to build on its knowledge coming from working in peacebuilding initiatives and the approaches it had already developed and used such as UPSHIFT, PODIUM, PONDER.
  UNICEF relied on some partners for the smooth implementation of this output (Peer Educators Network, Kosovo Education Center and Domovik)

- Output 2 (targeting 210 youth): Trust in public institutions/service providers and confidence in gaining employment opportunities has improved through direct engagement based on responsive, transparent and participatory interaction.
  The aim of this output was to develop near-market skills, increase employability through volunteer engagement opportunities, and provide working experience for the young women and men, with specific focus on those "not in education, employment, and training" (NEET) and particular attention to gender balanced activities. Activities under this output included developing skills on employment and self-employment among young women and men and deploying community volunteers for 6 months assignments to various public institutions and non-governmental organizations. Self-employment was also encouraged through this output, by offering capacity building and grants for young women and men.
  Leading Agency: UNDP-UNV. UNV was expected to facilitate the building of bridges between various groups by promoting dialogue and fostering situations of confidence and trust. UNDP was also the convening agency building on "its reputation as an independent and experienced partner in the collective effort to rebuild and set Kosovo" (Project document)

- Output 3 (targeting15 municipal gender officers, 30 women groups, 150 women, 30 media representatives, 600 students): Leadership capacity and influence of women and young girls to engage in peacebuilding has been increased.
  The objective of this output was therefore to increase awareness, knowledge, capacities and influence on gender-responsive peacebuilding. Activities under this output included trainings on gender-responsive peacebuilding for gender equality officers, workshops on gender-sensitive reporting on peacebuilding for journalists, and mentorship programs in public institutions for young women, among others.
  Leading Agency: UN Women. This agency was expected to build on its experience in supporting local partners' efforts focusing on increasing women's participation in decision-making, promoting the use of gender perspectives in policy development, strengthening the protection of women.
  UN Women relied on 2 partners for the smooth implementation of this output

Upshift/START UP : The UPSHIFT/START UP supports adolescents and youth to develop and lead social impact initiatives. Participants are guided through all phases of the UPSHIFT/START UP methodology by project staff mentors working in cooperation with volunteer mentors. Volunteer mentors are selected for their issue-area or entrepreneurial expertise. Volunteer mentors with expertise in social enterprise will be drawn from, among other organizations and programmes, beneficiaries of the ADA/UNDP InTerDev programme. The methodology has five phase, including "Phase 0. Observe", when the selected teams are trained in stakeholder/client and target market mapping and research skills foundational to entrepreneurship, and exercise those skills through practical research conducted with target group members and other stakeholders. The other phases are: 1) Understand, where participants learn and exercise transferable professional skills in problem solving, 2) Design, participants learn and utilize design emerging practices employed by leading business sector entities from marketing to ICT; 3) Build and test, participants learn and employ methods for rapid prototyping, 4) Make it Real, participants analyse their product and/or service interventions and identify inputs and required resources.

ICT : The tech for good practicum—reflects best practices in computer science education wherein the academic instruction of young people is reinforced via project based learning. Under the practicum methodology, the project will first deliver classroom instruction (incorporating eLearning and peer learning practices) in hard skills in Information and Communication Technologies (ICTs) to capacitate participants in the specific technologies required for the delivery of a technological solution for social benefit. Following the instructional component, participants will have the opportunity to put their newly-acquired skills to practice by joining teams—differentiated by capacity— to build and deliver components of the solution, with mentorship and management by project staff. Finally, teams will support the deployment of solutions with the "client" institution.

Volunteering : The third initiative—volunteerism—enables the realization of the experiential learning strategy by connecting adolescents and youth to opportunities to effect concrete social benefit while exploring and practicing professional skills through a contribution to CSO and public institutions. The volunteerism methodology will be realized through three levels of intervention: one, the maintenance and continuous development of Kosovo* Volunteers platform; two, mobilization and sensitization workshops targeting young people; and three, volunteer management training workshops for CSOs and public institutions and the introduction of an incentive grant programme for qualifying CSOs. The type of volunteering experiences that the proposed programme aims at promoting is skills-based volunteering experiences, which provide a marketability edge for those seeking gainful employment; thus making it a viable option in bridging the transition towards employment.

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47 Those are some extracts from the project document

In terms of the governance structure, UNDP acted as the Convening Agency for the implementation of the project and was responsible for the strategic and programmatic leadership and ensuring cohesive and coordinated approach of the participating UN Agencies. UNICEF and UN Women led output 1 and 3, respectively, and were expected to have programmatic and financial responsibility for the funds disbursed to it.

A Joint Project Steering Committee[48] was established so as to provide strategic direction and oversight over the project. The Steering Committee was chaired by the UN Development Coordinator in Kosovo and composed of Heads of participating UN Agencies (UNDP-UNV, UNICEF, UN Women) or their designated representatives, and representatives of Kosovo institutions and youth.

Theory of change of the project

The ToC included in the project document states that: "if young women and men can be brought together to work jointly on issues of shared concern and implement their efforts in cooperation with the institutions of service delivery, and if their capacity and influence to be more active changemakers, in particular that of young women, can be enhanced, then persistent prejudices between communities and mistrust between communities and the institutions will be challenged and diminished by empirical observation, and those young women and men will become effective advocates for a shared future." The figure below shows the visualization of the TOC included in the project document

Figure 1. TOC included in the project document

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[48] The project is also expected to set up a Joint Project Coordination Team, composed of a locally-recruited Joint Project Coordinator, international Chief Technical Adviser, and locally-hired Joint Project Associate, will be jointly selected by participating UN Agencies, and will be recruited and administered by the Convening Agency (UNDP) and 100% funded by the project
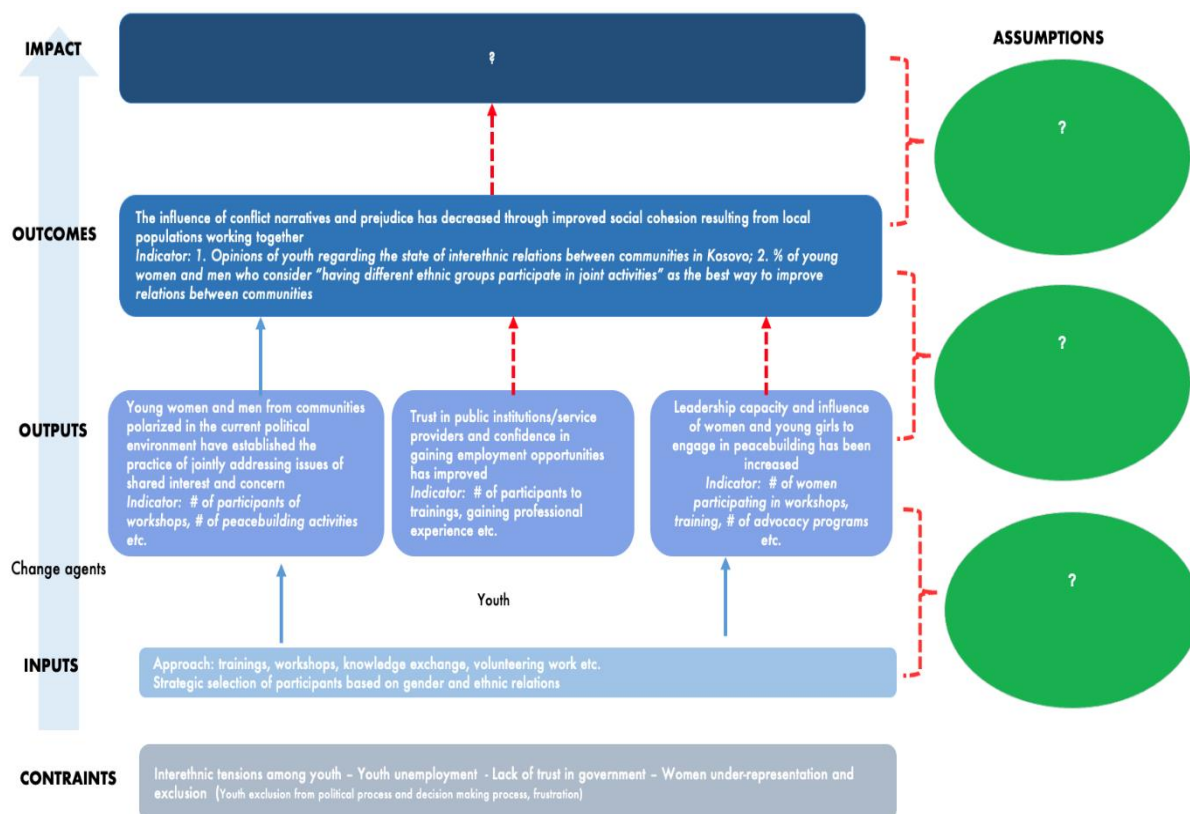
A review of the ToC of the project showed that:

- The ToC did not explicitly highlight what the project assumptions were. The assumptions were thus not defined and articulated clearly in the project document. For instance, the project's main assumption was based on the theory of *contact-based reconciliation* to make people from different ethnic groups work together to build trust. Even if there is some growing literature on this topic[49], there are yet to be rigorous impact evaluations that should shed more light on the impact of this approach and the project could have clarified this point better.

- The main outcome of the project was rather ambitious and not defined clearly enough. The project's main objectives were: to build trust (horizontal and vertical), to promote the "culture and habit of doing things together"[50]; and to increase participation of women in decision-making. The stakeholders interviewed[51] also considered these objectives to have been very ambitious given that, for instance, building trust over time is a long-term endeavor, which is rather difficult for a project with a relatively short timeframe (18 months).

- Besides the ambitious set of outcome targets, the connection between the outputs was not well articulated (i.e. connection between output 3 about empowering women and output 1 about establishing a practice of working together);

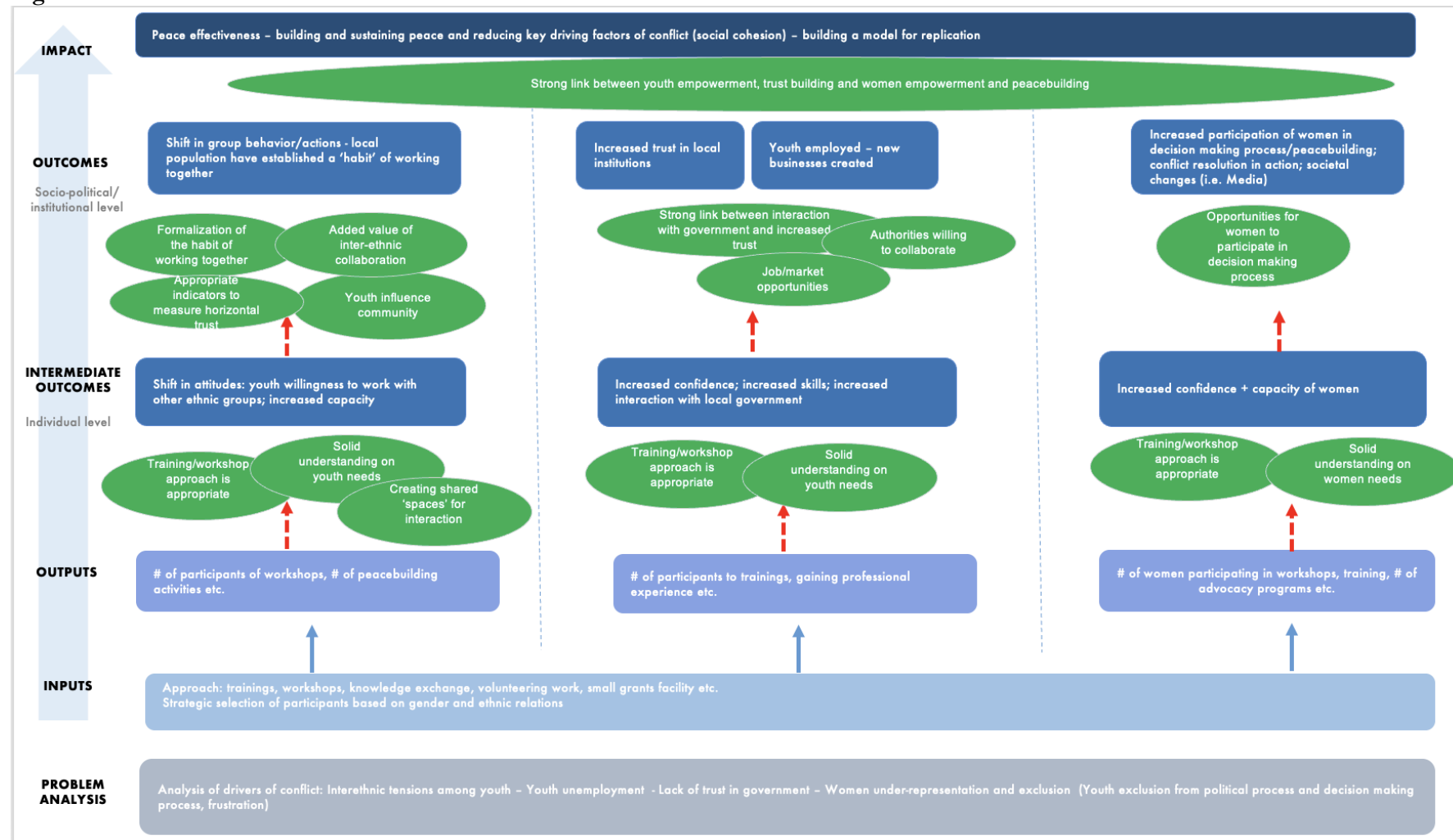- There was also a lack of clarity on how CSOs and media would contribute to empowering youth.

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[49] Adrienne Dessel & Mary E. Rogge, "Evaluation of Intergroup Dialogue: A Review of the Empirical Literature", *Conflict Resolution Quarterly*, vol. 26, no. 2, Winter 2008; UNICEF, *The role of education in peacebuilding: Literature* review, May 2011; Dag Hammarskjöld Foundation, *Dialogue in Peacebuilding: Understanding different perspectives*, 2019; Humanity in Action, *Peace from the Bottom Up: Strategies and Challenges of Local Ownership in Dialogue-Based Peacebuilding Initiatives*, Humanity in Action Press, 2016; *Sub-Sector Review of Evidence from Reconciliation Programs*, CDA Collaborative Learning for the Peacebuilding Evaluation Consortium, 2019.

50 Extract from project document p. 10

[51] According to one interviewee 'Building trust in Kosovo is not going to happen overnight. It takes a lot of time to do it'.

Therefore, the evaluation team reconstructed the ToC through a workshop with the EMG to be able to better articulate the logic behind the project, the connection between the results and the possible main assumptions of the project. The figure below shows the visualisation of the newly reconstructed ToC.

Figure 2. Reconstructed TOC

Peace effectiveness – building and sustaining peace and reducing key driving factors of conflict (social cohesion) – building a model for replication

IMPACT

Strong link between youth empowerment, trust building and women empowerment and peacebuilding

OUTCOMES

Socio-political/institutional level

Shift in group behavior/actions - local population have established a 'habit' of working together

Increased trust in local institutions

Youth employed – new businesses created

Increased participation of women in decision making process/peacebuilding; conflict resolution in action; societal changes (i.e. Media)

Formalization of the habit of working together

Added value of inter-ethnic collaboration

Appropriate indicators to measure horizontal trust

Youth influence community

Strong link between interaction with government and increased trust

Authorities willing to collaborate

Job/market opportunities

Opportunities for women to participate in decision making process

INTERMEDIATE OUTCOMES

Individual level

Shift in attitudes: youth willingness to work with other ethnic groups; increased capacity

Increased confidence; increased skills; increased interaction with local government

Increased confidence + capacity of women

Training/workshop approach is appropriate

Solid understanding on youth needs

Creating shared 'spaces' for interaction

Training/workshop approach is appropriate

Solid understanding on youth needs

Training/workshop approach is appropriate

Solid understanding on women needs

OUTPUTS

# of participants of workshops, # of peacebuilding activities etc.

# of participants to trainings, gaining professional experience etc.

# of women participating in workshops, training, # of advocacy programs etc.

INPUTS

Approach: trainings, workshops, knowledge exchange, volunteering work, small grants facility etc.
Strategic selection of participants based on gender and ethnic relations

PROBLEM ANALYSIS

Analysis of drivers of conflict: Interethnic tensions among youth – Youth unemployment - Lack of trust in government – Women under-representation and exclusion (Youth exclusion from political process and decision making process, frustration)

16

The visual above shows that:

- The purpose （'why'）of the project was to address some of the major problems driving the conflict in Kosovo:
  - The interethnic tensions among youth exacerbated by the lack of contact and mutual understanding, which drives stereotypes and prejudices;
  - The lack of employment among youth that, supposedly, drive frustration and distrust towards institutions;
  - The lack of representation of women (and young women) in the society, whose involvement could be fundamental for long lasting peace in the country.
- The long-term objective (impact) was to contribute to peace effectiveness and strengthening social cohesion[52];
- The main outcomes of this project were the following: shifting youth behaviour by established a practice of having youth and local populations collaborating; increasing the trust towards institutions[53]; and increased participation of women in decision-making and political process (as well as contributing to changing the role of media);
- To achieve those objectives, the project's intermediate outcomes were about shifting individual attitudes of youth to work together (increased willingness), increased youth capacity and confidence;
- The assumptions and hypotheses of the project were several, from expecting youth to motivate others (local population) to follow their example to interact with other ethnic groups, to having local institutions willing to collaborate on those initiatives. The three main assumptions underlying the outputs were that:
  - By working together and interacting among each other during the lifetime of the project youth would be more willing to 'break down stereotypes' as they will realize they have common problems and issues and that cooperating with other ethnic groups could also be an enriching experience for them (Output 1);
  - By working with local institutions, youth will increase their confidence in those institutions as they might see them more willing to give youth opportunities and help them (Output 2);
  - By increasing the confidence of women and giving them support, coaching and working experience, there will be more opportunities for women to become leaders in the future (Output 3).

    The main assumption underpinning the 3 outputs is that there is indeed a direct linkage between peacebuilding and women and youth empowerment and trust building.

II. Purpose, objectives and scope of the evaluation

The purpose of this independent final project evaluation was to assess the achievements of "Empowering Youth for a Peaceful, Prosperous, and Sustainable Future in Kosovo" project in an inclusive way and to determine its overall added value to peacebuilding in Kosovo in the areas of social cohesion and youth empowerment. In assessing the degree to which the project met its intended peacebuilding objectives and results, the evaluation provided key lessons about successful peacebuilding approaches and operational practices, and highlighted areas where the project performed less effectively than anticipated. In this sense, this project evaluation was equally about accountability as well as learning.

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[52] It should also be highlighted that the terminology used by the project is often not clear. For instance, the project uses many expressions such as "social cohesion" or "ethnic reconciliation" yet without explaining their meaning. This could be problematic as there was some uncertainty, for instance, as to whether the main focus of the project was mainly about reducing marginalization within communities and increasing inclusion or rather it was about reducing inter-ethnic division. The connection between social cohesion and ethnic reconciliation is not indeed clarified as the two expressions are not well defined.

[53] One implicit objective, not in the logframe, was also about youth starting their own business.

The evaluation covered the entire implementation period of the project (1.1.2019-20.3.2021) and was conducted from January to August 2021. The report has also produced a series of recommendations that will be useful for programming future peacebuilding initiatives with similar objectives.

The evaluation was done in accordance with the OECD DAC Criteria for Evaluating Development Assistance, namely relevance, effectiveness, efficiency, sustainability and impact and the newly agreed criteria on coherence[54]. The evaluation also looked at two cross-cutting themes: gender (to assess the extent to which gender was mainstreamed in all its activities for the three outputs); and conflict sensitivity (to assess the extent to which the project was implemented in a conflict sensitive manner to build sustainable peace in Kosovo).

Regarding its scope, this evaluation provided an independent assessment of the project by covering all aspects of the project, including the final results against the results framework, as well as the planning and implementation of the project. The evaluation covered the full geographical reach of the project.[55]

Evaluation methodology

The evaluation team undertook the following activities to develop the final report:

1. Reviewing the conflict analysis: as the literature on peacebuilding suggests[56], conflict analysis should be the foundation of designing peacebuilding interventions. In this case the evaluators assessed the conflict analysis included in the project document as well as other key relevant documents[57] investigating the conflict in Kosovo (See Annex 2 for the complete list of documents consulted);

2. Reviewing and reconstructing the TOC: as the TOC is the basis for developing an intervention, the evaluation team reviewed the TOC in the project document and reconstructed and validated it with focal points from the participating agencies;

3. Developing the main questions: On the basis of the TOC, the team developed a series of main questions against the OECD DAC criteria that guided the assessment, as shown by the main evaluation matrix (See Annex 3);

4. Approach and tools: to answer the main evaluation questions, the team proposed a specific evaluation approach with a series of data collection and analysis tools (see paragraphs below).

To answer the evaluation questions, a mixed-method approach was used by this evaluation.[58]

According to the literature on peacebuilding[59], many interventions in this field focus on creating change in people's attitudes, thought processes and relationships, which aims at supporting processes rather than concrete quantifiable outputs and outcomes. This entails that there may not always be appropriate quantitative measures to show the results of those interventions.

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[54] For a list of the OECD DAC Criteria see: www.oecd.org/dac/evaluationnetwork

[55] As mentioned above, the project was implemented 2 regions where the project has been implemented - Prishtinë/Priština and Mitrovicë/Mitrovica 15 municipalities.

[56] For instance, USAID paper on Theories-and-Indicators-of-Change-Briefing-Paper highlights that 'Conflict analysis and assessment set the stage for design, monitoring, and evaluation of programs by identifying the factors or drivers that are most salient in affecting dynamics of peace, conflict, and fragility. ' Also see, Care International, Guidance for designing, monitoring and evaluating peacebuilding projects: Using theories of change, 2012; Collaborative Learning Projets, Practical Learning for International Action, 2016; UNFPA, Formative Evaluation of the UNFPA Innovation Initiative, "Reconstruction of the theory of change", 2017, Chetail, Vincent and Jütersonke, Oliver, Peacebuilding: A Review of the Academic Literature (October 30, 2015). White Paper Series No.13, Geneva Peacebuilding Platform, 2015, Available at SSRN: https://ssrn.com/abstract=2684002

57 Fred Abrams "Under Orders: War Crimes in Kosovo", Human Rights Watch, 2001, at:

https://books.google.com/books?id=1n8DrZg2rb8C&pg=PA454#v=onepage&q&f=false; Human Rights Watch, Failure to Protect: Anti-Minority Violence in Kosovo, March 2004, at: https://www.hrw.org/report/2004/07/25/failure-protect/anti-minority-violence-kosovo-march-2004 ; Neil Tweedie, 'Kosovo War: Thousands Killed as Serb Forces Tried to Keep Control of Province', The Telegraph, 31 March 2009

[58] The evaluation will use a non-experimental evaluation design and a theory-based approach. 'Today, the most commonly used method in development evaluation is a *mixed method results-based approach*, using both qualitative and quantitative information. ' OECD guidance note on evaluating peacebuilding.

[59] For instance, see OECD, Guidance on Evaluating Conflict Prevention and Peacebuilding Activities, 2008.

To address this potential challenge, the evaluation team:
- collected additional qualitative data through key informant interviews and focus group discussions;
- triangulated the survey results with the qualitative research conducted by the evaluation team.

Concerning the assessment of project outcomes and impact, it is important to mention that the literature on peacebuilding interventions also highlights the difficulties to measure the results of those interventions because of the difficulty to differentiate between program effectiveness and peace effectiveness[60] or the difficulty to attribute changes to a specific intervention[61] etc.

To address these challenges, the evaluation:
- analysed the results against the project log-frame (i.e. global pulse) and triangulated this with data from KIIs and FGDs;
- used a 'contribution analysis' approach so as to investigate the project's contribution to the results by exploring other causal hypotheses for changes observed in the outcome indicators;
- used the Reflecting On Peace Practice (RPP) Matrix Plus[62] to visualize the results of the project in the wider context of the conflict of Kosovo – and be able to differentiate more clearly between program and peace effectiveness. The evaluation also highlighted in the final report the definitions of specific terms often used in the project documents, which help clarifying the project's logic and results (peacebuilding, social cohesion etc.).[63]

The evaluation team employed the following main data collection tools:
- **Desk review and literature review**: the evaluation conducted an analysis on secondary data:
  - project-related documents with particular focus on the intervention logic and the results matrix including indicators and benchmarks (baselines, targets, and sources of verification);
  - conflict-related development analyses done for Kosovo
  - literature on peacebuilding and on evaluating peacebuilding operations
  - M&E related documents on the project (such as progress reports, global pulse survey, youth perception survey conducted as part of the project, pre and post questionnaires)
  - financial and budget related documents
  - any other relevant material produced by the project (web/social media sources, video material)
  - presentations and minutes of the Steering Committee

- **Key informant interviews:** structured and semi-structured interviews (through telephone and Zoom) were conducted with 19 key stakeholders and implementing partners of the project.[64] Annex 5 lists the main questions asked, while Annex 4 lists the main stakeholders interviewed.

- **Focus Group Discussions:** the evaluation also organized seven focus group discussions with beneficiaries. The evaluation team sought guidance from the EMG as well as from

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[60] CDA Reflecting On Peace Practice (Rpp) Basics A Resource Manual
[61] OECD Guidance On Evaluating Conflict Prevention And Peacebuilding Activities
[62] CDA Reflecting On Peace Practice (Rpp) Basics A Resource Manual
63 This could be quite important as some of them do not have a widely agreed definition (i.e. 'social cohesion')
[64] the evaluation team will register challenges and difficulties during the initial interviews and fine-tune interview guides and questionnaires, addressing these challenges.

the implementing partners regarding the number of the focus groups to be done (considering time constraints) as well as their composition[65].

The evaluation formed groups mindful of the ethnic groups they belong to, as well as gender and geographical location. Direct project participants (including a balanced number of women, men, girls, and boys) were involved in the evaluation trough Focus Groups as well as the online survey. Participants were directly sampled through the support of project staff, ensuring an equal participation of women, men, girls, and boys, as proportionate to actual project participation (purposeful sampling). Annex 6 describes the purpose of each FGD conducted, while Annex 4 lists the FGDs that were conducted and the participants.

It should be noted that KIIs and FGDs are data collection methods with a complementary yet different purpose. The logic of conducting KIIs with stakeholders and partners of the project while conducting FGDs with beneficiaries is the following: KIIs helped the team investigate more in-depth the main elements for this evaluation and address the evaluation questions with people who have a very good knowledge of the project, while FGDs were conducted with beneficiaries (youth but also teachers) as they were better suited to confirm and validate some of the issued discussed during the KIIs and to be able to exchange youth in a discussion among themselves on the main changes produced by the project.

The assumption of the evaluation team was that it would be difficult to use interviews with adolescents and young people to investigate in-depth the project main issues – the team used KIIs as 'exploratory' tools to identify the main issues and investigate them, whereas focus groups were mostly used as a 'confirmatory' tool.

Another difference between these two methods was their duration, as FGDs gathered around eight participants for two hours, while KIIs lasted for around 45-60 minutes. This approach was proposed in the inception report and validated by the EMG.

- **Online survey:** an online survey was circulated among participants in project activities.[66] The objective was to gather additional data on the results of the project to be able to triangulate findings from desk review and FGDs. To create more incentives for participants to respond to the questionnaire the evaluation used an easy-to-use and well-designed questionnaire management platform. The survey was developed using Google form. Annex 10 lists the main questions developed for the survey, while Annex 11 shows the results of the survey.

In compliance with COVID-19 measures and restrictions on travel and in-person meetings, the evaluation team used video calling technology to conduct the research.

Regrading data analysis, the evaluation used the following tools:

- **Examination of TOC and contribution analysis**: as mentioned above, the evaluation team analysed the existing TOC and reconstructed a TOC, which was used to verify the 'hierarchy of results' as well as the 'assumptions'. On the basis of the reconstructed TOC, the team analysed the extent to which the project contributed to the changes identified in the TOC and whether the identified assumptions were met or not. Also, the evaluation team used the Reflecting On Peace Practice (RPP) Matrix Plus to try to visualize the project's results.

- **Content and qualitative analysis:** the evaluation team conducted the following activities:
    o Collected qualitative data from the review of the documentation related to the project (i.e. documents on M&E, finance) as well as to the interviews and FGD responses;
    o Stored all the data and information (i.e. interview transcripts, extracts from project

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[65] This will allow to take into account the main ethnic non-majority communities (Serbs and Roma)
[66] The evaluation team will rely on UN implementing agency to provide the list of all the participants. It is envisaged that there might be a selection of participants the survey could be sent to.

documents) in a shared folder by collection type (i.e. focus groups, interviews);

- o Reviewed, coded and sorted the information – the evaluation team reviewed the information and started identifying 'patterns' of data and information (i.e. similarities, differences in responses and/or relationships between themes and looking for repeating key words/phrases) and organized them around specific categories and themes. Those categories were developed mainly around the evaluation criteria and evaluation questions, yet the evaluation team created new ones when needed. The process of reviewing and analysing the information also involved interpreting the information. NVivo was used by the team to help coding the data;
- o Validated the individual piece of information by triangulating the information by looking for further information/data from other sources. At times, the evaluation team went back to the same source (i.e. KI) to validate or not the emerging finding.

- **Quantitative analysis:** quantitative analysis was conducted as follows:
  - o The evaluation analysed the results of the global pulse survey to measure 'increased trust' by beneficiaries in local institutions. The team used Google form tools to analyse the data;
  - o The evaluation team analysed the results of the online survey so as to validate and triangulate findings on the level of knowledge or motivation increased because of the project activities. For example, the online survey served the purpose of investigating the increased willingness of participants to work with youth from other ethnic groups towards tackling shared challenges.[67]

- **Triangulation:** as mentioned above, the evaluation also used triangulation to strengthen the reliability and credibility of the assessment. In particular, triangulation consisted of:
  - a. Using different methods – in this case, the evaluation team compared methods and sought the same information through different data collection tools (i.e. KIIs, FGDs, online questionnaire);
  - b. Using different sources – the evaluation team sought the same information using different sources (i.e. different respondents from KIIs –different category of stakeholders). In general, quantitative and qualitative analysis was combined to triangulate information and sources of information and discover emergent themes and key patterns.

Limitations to the evaluation

During the evaluation, there were some key challenges faced by the team in terms of data collection and data analysis, including:

- The documentation on the results of the activities of the project did not allow for a comprehensive overview of all the results of the project. As illustrated in the report, there was no consolidated quantitative data on the whole cohort for all the activities. It was not possible to have, therefore, a comprehensive overview of the results of the project in terms of learning outcomes and intermediate outcomes.[68] Other M&E related limitations were as follows:
  - o The results of Global Youth Survey 2020 -"2021 Youth Challenges and Perspectives in Kosovo" - that have been used by the project to collect data for the main outcome indicators, cannot be used by the evaluation team to extract meaningful conclusions

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[67] It should be noted that the evaluation aimed at analysing the results of the pre and post-questionnaires that should have been developed for each workshop or training activity so as to be able to measure satisfaction for the activities received as well as increased confidence, skillset, motivation participants developed because of the training received. However, this was not possible as those questionnaires were not at disposal for the team

68 For instance, the evaluation team did not receive information on the learning outcomes of the training and workshops with youth (i.e. pre and post questionnaires).

about the changes produced by the project[69];

- o There was no quantitative data on the project activities and its results.[70] Even if, for instance, UNICEF did use pre and post questionnaire surveys to monitor its activities they could not extract the data for the project activities as their internal data storage system does not allow them to do so.[71]

- o The M&E framework placed strong emphasis on outputs (and activities) rather than on outcomes. Most indicators are primarily at the output level such as "number of adolescents and youth who have benefited from peacebuilding interventions" (indicator 1.1.1). There were no indicators in the logframe that could capture learning outcomes such as increase in confidence, skills etc.

- o The project did not implement some M&E elements it said it would put in place at design stage to measure results. For instance, the evaluation team did not find any evidence that the project utilized RapidPro[72], which was mentioned in the project document as an important tool of monitoring the project's impact. It should also be noted that the project foresaw an internal mid-term assessment, which was not conducted.[73]

- o The short duration of the project (18 months initially) makes it challenging to measure changes in perception around trust building (both vertical and horizontal)[74];

The evaluation deployed a mitigation strategy that, in part, tried to overcome some of these challenges by: reconstruing the TOC so as to better clarify the pathways of the project towards its objectives; triangulating different and several sources of data; developing an online survey in order to reach more direct participants and assess their experience as beneficiaries and participants in project activities. In this sense, the findings of the report can be considered meaningful as several data collection and analysis tools have been deployed and triangulation of sources and methods has been applied, as mentioned above.

It is quite important to also note that the report uses examples (i.e. quotes) only to show anecdotal instances that can support the themes and analysis described in the evaluation. Those examples should not be considered as generalized statements.

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[69] The survey was conducted among a population that does not target specifically the participants of the project, and the age of the population is also different from the one for the project -; The survey covers several topics beyond the scope of the project.

[70] Quantitative data is considered either mere quantitative data – such as counting the number of youth interacting with other youth– or quantification of qualitative changes – such as perception/satisfaction indicators. However, there was regular periodic reporting and monitoring on progress (narrative reports were based on collection and dissemination of data from each agency/per output/per activity)

71 UNICEF representative explained to the evaluation team that the system they use to collect data from all the projects on UPSHIFT, PONDER etc. does not allow them to extract data for single projects – the data from this project financed by PBF is integrated into the system yet UNICEF cannot extract the results of the questionnaire for the beneficiary of this project

72 U-Report is a social messaging tool and data collection system developed by UNICEF to improve citizen engagement, inform leaders, and foster positive change. This system was supposed to be used by UNICEF and UNWOMEN to collect data regularly but it was only used by UNICEF and not by UN Women

[73] An internal mid-term assessment will be conducted early next year to measure project impact and inform future programming while the external final evaluation is scheduled for the last quarter of the project. It will assess the impact of the project, collect lessons learned and provide recommendations for future interventions. Annual project progress report 15 November 2020.

74 However, the evaluation team tried to assess and verify early indications of impact

III. Analysis - Findings

This section is organized around a chapter for each evaluation criteria: relevance, coherence, effectiveness/impact, efficiency and sustainability. As mentioned earlier, gender equality was selected as an additional criterion.

Relevance

> **1.Main questions:** How relevant was the project in addressing the main drivers of the conflict, the real needs of its target groups as well as the national and donor priorities in Kosovo?

1.1 To what extent was the design of the project appropriate for achieving the desired objectives?

The evaluation found that the project design is based on a sound understanding of the context of Kosovo – the conflict analysis section of the project document, however, could have been better articulated so as to indicate clear linkages between the root causes of the conflict (i.e. unemployment, women's underrepresentation in decision-making) and the intervention. The analysis of the documentation showed that the project identified appropriately some of the proxy causes of the ongoing challenges to social cohesion, of which legacy of the conflict, inter-ethnic relations, and lack of trust in institutions are highly relevant for Kosovo, as well as across Western Balkan countries.[75] The project document also referenced other analyses conducted, such as the 'Social Cohesion in Kosovo: Context Review and Entry Points'.[76]

> *Focus on youth, with a particular attention to women*: the project aimed to target youth as the main beneficiary and the project document brings some evidence as to reason why this is of utmost importance in Kosovo. In fact, as Kosovo has the youngest populations in Europe (more than half of the population is under 25)[77] the project rightly assumes that harnessing their potential is very important, whilst also making reference to the importance of empowering youth for peacebuilding purposes.[78]
>
> Furthermore, the project paid particular attention to women's role in peacebuilding by actively aiming to enhance the leadership capacity and influencing skills of young women.[79] As previously before, the literature on peacebuilding shows that women and youth are key actors for peacebuilding interventions,[80] as peace processes can benefit greatly from their meaningful participation. Youth have been shown to take ownership and leadership of peace processes worldwide, including by utilizing approaches that ensure sustainable peace,[81] and thus recognized as agents of positive change. In addition, while youth have been among the most affected social categories by conflicts worldwide, they are also more "influenceable" and "open-minded", hence being more susceptive to positive influence.[82]

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[75] FBA and UNDP (2019).

[76] UNDP, Social Cohesion in Kosovo: Context review and entry-points, July 2019. It is important to note that the Common Kosovo Analysis (CKA) was developed during implementation of the project (first draft finalized in October 2020, which meant it was quite late for including it in the PBF project at that stage). As mentioned earlier Prodoc was based on some previous studies/definitions, but it did not specify the definition in the actual text.

[77] Ibid, p. 7.

[78] The international community has recognized that young people have an active and integral role to play in peacebuilding, as asserted in UN Security Council Resolution 2250 on Youth, Peace and Security (2015) . The new UN Youth Strategy 2030 calls for amplifying youth voices for the promotion of a peaceful, just and sustainable world through engagement, participation and advocacy; to promote opportunities for young people to use their skills and networks to develop and foster counter-narratives to messages of violence, extremism and radicalization

[79] It should be noted that the Project was not based on an updated gender analysis as it did not fully tackle reasons for women's exclusion from peacebuilding and other institutional processes. But it was based and adapted taking into account the field experience of UN Women and other partners, including the Agency for Gender Equality and the Kosovo Women's Network

[80] UNESCO, Youth as Peacebuilders: Enhancing youth resilience and building peace, 2016, at:
https://reliefweb.int/sites/reliefweb.int/files/resources/372358eng.pdf

[81] UNFPA, "The Missing Peace: Independent Progress Study on Youth, Peace, and Security", 2019 and UPFPA, UNDP, DPPA/PBSO, FBA, "Youth, Peace, and Security", 2012, at: https://www.unfpa.org/sites/default/files/pub-pdf/YPS_Programming_Handbook.pdf

[82] Collaborative Learning Projects, 2006

- *Inter-ethnicity as the main cross-cutting theme*: while the main beneficiaries were young men and women, the defining theme of the project was 'inter-ethnicity'. The evaluation found that the documentation brings enough evidence to show the importance of this element in the context of Kosovo, and, in particular, regarding youth.[83] In Kosovo, youth have grown up mainly isolated from other ethnic groups than their own, and, in the case of some communities (mainly Serbs), with separate education systems. In addition, the project recognized the importance of addressing how prejudices inherited from older generations, and messages coming from part of the media and some politicians have contributed to creating divisive conflict narratives.

- *Unemployment and low level of trust as negative elements for youth*: the project correctly identified unemployment[84] and high level of frustration towards the institutions as two related problems that negatively impact youth in Kosovo. According to a stakeholder interviewed, "before the project, youth, especially in the north, did not see institutions as an ally – they feel they have been left behind without job opportunities."[85] In this sense, it is noteworthy that the project used unemployment as entry point for many of its activities, thus responding to what has been the dominant concern for Kosovo yout.[86] This is nonetheless a key concern for youth across the region[87] and part of the activities of the Regional Youth Cooperation Office (RYCO) too, which also indicates the project's external relevance.

However, it should be noted that the project did not explain clearly the direct connection between fragility (proxy of ongoing challenges to social cohesion) and some of the main themes identified by the project. In this sense, the "conflict analysis section" of the project document does not clarify:

- The linkage between unemployment and fragility – it is not clear from the analysis in the project document what is the evidence (and literature[88]) that shows that high level of employment is a proxy driver of the ongoing challenges to social cohesion - and what the evidence is that unemployment is particularly affecting youth, which may be a cause of the conflict.
- The connection between vertical trust, peacebuilding and whether working with institutions increases level of trust – it is not clear what is the relationship between low level of trust in institutions and fragility in Kosovo.

Overall, the evaluation noted that the project document provided enough justification on why this intervention on youth empowerment was needed in the context of Kosovo.

The evaluation also found that the approach adopted by the project was innovative. The project was innovative in the sense that:

- Its approach combined successful and tested practices, yet it expanded them and connected them by focusing on the inter-ethnicity theme (i.e. UNICEF UPSHIFT).
- The project piloted some activities that focused on the nexus between community volunteering, employment service delivery and skills development of young people - some never tested before in Kosovo.

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83 The project builds upon and reinforce the outcomes of the UN Kosovo Trust-building Forum (TBF) organized by UNMIK. A number of the TBF recommendations (particular with regard to good governance and access to services; economic empowerment and education) will be directly supported through implementation of this project, through various, gender-sensitive mechanisms (volunteerism, skills development and education, entrepreneurship and employment)

84 Nearly one in three young persons in Kosovo is considered "NEET" (not in education, employment or training) (31.4% for young women, 23.8% for young men). Labour Force Survey 2017, Kosovo Agency of Statistics, http://ask.rks-gov.net/media/3989/labour-force-survey-2017.pdf

85 On top of this youth are not aware of the services available to them (such as employment services at their municipality). This issue was noted also with youth from majority community.

86 See the 'Kosovo Youth Study 2021'

87 UNDP, 2021, *Shared Futures: Youth Perceptions on Peace in the Western Balkans*, Available from: https://shared-futures.com/wp-content/uploads/2021/06/Shared-Futures-Youth-Perceptions-on-Peace-in-the-Western-Balkans.pdf

88 For instance, the World Development Report 2011 on fragility

1.2 To what extent was the project based on a sound understanding of the different needs of young women and men?

The evaluation found that the participants perceived the project as highly relevant for their needs. The evidence gathered through interviews, FGDs and analysis of the documentation showed that the main beneficiaries of the project found it responding to their needs. For instance, most of the youth who participated in the FGDs mentioned that the content of the training and workshops delivered was exactly what they needed and what they lacked at school. One interviewee stated that "I loved the program content and the fact I learned the 21st century skills such as critical thinking. This is not what I study at school", while another one mentions that "at school, we have an outdated and older model of teaching that does not suit our need to learn more analytical and creative thinking skills that are needed in the market now. However, what we need is what we did with the PBF project."[89] With the same token, the young women participating in the activities on mentoring confirmed that this activity was very relevant for their development, and careers mentors were able to customize their support to the specific needs of each mentee.

The project was also built on the findings of the 2018 Public Pulse Analysis on 'Challenges and Perspectives of Youth in Kosovo' that gathered the main concerns, expectations and needs of the youth. For example, the project addressed the issue of unemployment given it was a key priority for youth,[90] and was focused on developing joint work activities with an educational approach.[91]

It is important to mention that the relevance of the project was also emphasized by other beneficiaries who were interviewed, not just youth. For instance, the teachers who participated in some of the project activities stated that the project was highly relevant for them as well- this was the case of the mediation corner, which was much needed for schools in Kosovo and for which there was also a regulation but that had never been developed before the project. Similarly, the analysis of the documentation and the interviews showed a positive response from the majority of CSOs taking part in the activities that meant to strengthen their role in supporting women's inclusion in decision-making. More exactly, they found the project's initiatives very relevant as it enabled them to better customize their efforts to increase women participation in peacebuilding.

Furthermore, as mentioned in the introductory section of this report, the project identified the lack of a comprehensive "Dealing with the Past" process as one major structural factor undermining social cohesion in Kosovo. However, there seems to be some differences between the perspectives of the main project stakeholders (RUNOs) and that of youth. On the one hand, from the analysis of documentation and the interviews, some of the main stakeholders highlighted how youth needed to discuss the past to be able to ease and overcome inter-ethnic tensions. On the other hand, the FGDs discussions with youth showed that, in fact, they would prefer not to discuss this as they were already willing to interact with people from other ethnic groups. According to a participant of a focus group "I had some people killed in my family but actually I'm happy to be here as I am very willing to know youth from other ethnic groups – this was not their fault." This remark was shared by most of the youth interviewed (from both majority and non-majority communities) who do not blame youth from other ethnic groups for tensions of the past. Youth stated that they would prefer to discuss about issues that are of shared concern such as unemployment and education rather than concentrating on what happened in the past. According to a participant in an FGD, "the government should focus on interacting with us and

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[89] A Student working for the Transitional Justice Resource Center states "The support provided, even though simple in terms of providing international lecturers, food and drinks, and study visits, was exactly what we needed and what we had asked for in order to attract more students to join lectures on transitional justice." –

[90] The focus on employment is even more important when considering the needs of the minorities in Kosovo. For instance, NGO RROGRAEK works with the communities. She emphasized that membership in Roma, Ashkali and Egyptian, coupled with the discrimination they face, can make employment almost impossiblehttps://prishtinainsight.com/kosovo-youth-debate-their-future-in-the-labor-market/

[91] According to the 2018 Youth Study, more young people mentioned an educational approach (41%), programmes of intergroup education (37%), joint activities (25%) and integrated schools (19%) as suggestions for improvement

discussing issues that we really care about lack the lack of employment that make many of us leave Kosovo. We do not want to discuss the past we want to discuss the future."

The project was developed through a participatory approach. The information collected during the interviews with the main stakeholders shows that the development of the project was conducted closely with participating UN agencies as well as implementing partners. For instance, an official from the implementing partners mentioned that "substantial consultations involved Heads of Agency level and programme/technical staff in the drafting process. Moreover, local institutional partners were consulted during the drafting process." As an example of that, activities under output 3 of the project were designed in consultation with relevant stakeholders (Consulted with Youth Groups, Agency for Gender Equality, Ministry of Youth, Ministry for Local Government Administration, Regional Women's Lobby, with young women from the Kosovo Academy for Leadership). With the same token, for outputs 1 and 2, Heads of Agency and technical officials as well as implementing partners were consulted at the project design stage. For instance, concerning output 1, one implementing partner stated that "UNICEF consulted with us on the main objective of the project and on the main elements of the project to give us some room to provide some feedback. This was very positive for us."

It should also be noted that there was no report of solid consultations with intended beneficiaries during the design phase. As some of our recommendations suggest, it is useful to accommodate youth-led discussions from the design stage, given that this can contribute to deeper engagement during implementation, appropriateness of activities and sustainability. [92] Nevertheless, as mentioned above, the project was developed based on the results of the 2018 Youth Survey, which allowed youth to clearly express their main concerns and perspectives. The project document was therefore anchored in a good understanding of the most relevant needs and interests of Kosovo youth.

1.3 To what extent was the project approach strategic in targeting ethnic groups and non-majority communities (also in terms of geographic areas)?

The project was strategic in targeting ethnic groups through its outreach program and the identification of its geographical areas, however, some of the criteria were not clear. The element of inter-ethnicity was, as mentioned above, the main crosscutting theme of the project. The project was very strategic in the way it developed its outreaching campaign targeting non-majority communities. It should be mentioned that the vast majority of stakeholders interviewed from UN Agencies and implementing partners pointed out the difficulty to convince youth from non-majority communities to participate in project activities at the beginning. Some of the problems related to:
- the lack of trust of parents to let their children undertake activities;
- the fact that there are different education systems;
  the fact that not all youth are registered in employment centers.[93]
In this sense, the project was highly effective at design stage to adapt its outreach campaign and application procedures in order to overcome some of these problems. For instance, for output 1 the relevant implementing partner decided to hire a Serbian as communication/outreach manager so that the project could reach out more easily to the Serbian community and create incentives for Kosovo Serbs to apply for the project activities. In addition, some of the implementing partners also asked alumni (beneficiaries of previous UN Kosovo projects) to help with the outreach efforts.

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[92] Youth participation at project design stage is important as previous research has highlighted that youth intervention programmes and policies are more likely to succeed when young people are also enabled as active participants in the programme formulation stage (Hope, SR., & Kempe, R. (2012). Engaging the youth in Kenya: Empowerment, education, and employment. International Journal of Adolescence and Youth, 17(4), 221–236). Also, as observed in previous initiatives, youth participation across the board can enhance their lasting empowerment as active citizens (Xavier Úcar Martínez, Manel Jiménez-Morales, Pere Soler Masó & Jaume Trilla Bernet (2017) Exploring the conceptualization and research of empowerment in the field of youth, International Journal of Adolescence and Youth, 22:4, 405-418)
[93] In Kosovo, UN agencies explained the evaluation team that for many of their interventions around education or employment they use employment centers to provide them with a list of potential beneficiaries

The project was also mindful of language barriers and differences and some of the activities (i.e. for outreach campaigns) were conducted in local languages, such as Serbian. Moreover, the project was strategic in the way it selected the locations to implement its activities, which is another positive indicator of the project's relevance and inclusivity. The logic behind selecting Prishtinë/Priština and Mitrovicë/Mitrovica regions (jointly 15 of the 38 municipalities in Kosovo) derived from the high degree of linguistic and identity group diversity in these regions. Such examples are commonplace within, for example, the municipalities of Fushë Kosovë/Kosovo Polje, Lipjan/Lipljan, Leposavić/Leposaviq.

The project was also strategic in identifying relevant implementing partners in relation to the specific needs of the beneficiaries. For example, the Kosovo Women's Network (KWN), which supported the implementation of output 3, is a network of over 158 women's CSOs in Kosovo whose members include Albanian, Serbian, Roma, Ashkali, Egyptian, and other ethnicities. In this sense, the diversity of KWN facilitated the implementation of project activities as women who participated in the project came from different ethnic groups.

Lastly, the UN Agencies themselves appreciated the focus on inter-ethnicity of the project, which was a clear differentiator from their existing programs. For instance, even if UNICEF has always had a strong focus on 'leave no one behind' and empowering marginalized groups within its programs, one official from this agency highlighted that the project allowed UNICEF to deliberately emphasize the component of inter-ethnicity to: a) have more youth from non-majority groups targeted than in other UNICEF projects; and b) encourage youth from different ethnic groups to work together.

1.4 How aligned were project's activities and objectives with institution policies, and with UN main strategic documents for Kosovo?

The relevance of the project was solid in terms of its alignment with the main strategic documents of the UN and of Kosovo institutions. The project was also in line with the Kosovo-relevant SDGs[94] and with the 2016-2020 UN Common Development Plan in Kosovo, Priority Area on Social Inclusion, as well as the UN Integrated Strategic Framework for Kosovo 2018-2020.[95] Moreover, the project was in line with the UNSCR 2250 on Youth, Peace and Security[96], and, by having a specific focus on women's inclusion in peacebuilding it was also in line with UNSCR 1325 on Women, Peace and Security.

Coherence

> **Main questions:** To what extent was the project developed and implemented in synergy with UN implementing agency interventions and with interventions implemented by other partners and donors?

2.1 Internal coherence – To what extent was the project developed and implemented in synergy with UN implementing agency interventions?

The evaluation found that the project had solid internal coherence as it was developed in synergy with other UN complementary interventions. Most of the documents analysed referred to the synergies that PBF sought with complementary UN projects during the design and implementation stages. For instance, the project's progress report mentioned "the UN-led

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[94] The project thematic scope relates to SDG 4 (Education), SDG 10 (Reduced Inequalities) and to SDG 5 (Gender Equality) as a cross-cutting issue. It should be noted, however, that although not being a formal signatory to the global SDG framework, in January 2018 the Assembly of Kosovo endorsed the Resolution on the Sustainable Development Goals,
The project also considered in its objectives the role of youth in addressing SDGs as future critical thinkers, change-makers, innovators, communicators and leaders (https://www.un.org/sustainabledevelopment/youth/)
[95] The project is aligned to them as it addressed issues of ethnic divisions, trust-building, and women's empowerment, which are strategic areas according to those documents
[96] This resolution reckon that young people have an active and integral role to play in peacebuilding – this is one of the main assumptions of the project

intervention supporting the Regional Youth Cooperation Office (RYCO), led by the UN in Albania, a regional initiative which gives young people opportunities to come together and exchange their views. Establishing common synergies among these initiatives is of key importance."[97] The annual progress report confirmed that the project sought synergies with this project during implementation: "in March, UNKT held joint workshops with the leadership of RYCO, as well as with the implementing UN Agencies within the UN-RYCO regional project in Prishtinë/Priština. The Joint Project Coordinator attended the workshop and provided input into the development of the regional survey and agreeing on next steps, coordination and synergy with the RYCO project." However, beyond these workshops there was no further coordination and cooperation with the RYCO project.[98] It is also not clear what was the outcome of those workshops and if activities were, for instance, revised or added to the project.

The project team also coordinated its efforts with other UN agencies such as UNHCR. In this case, the project shared the list of project beneficiaries to determine whether they are on the returnee or Internally Displaced People (IDP) lists that UNHCR maintains.[99]

2.2 External coherence - To what extent was the project developed and implemented in synergy with interventions implemented by other partners and donors, and how effective was the project in building partnerships (local and international development partners and other stakeholders)?

The project team was willing to work with other donors and sought, from the very beginning, synergies with projects implemented by partner organizations - at times, with only limited success. The project documentation referred to potentially identify complementary projects developed by other donors. For instance, one of the quarterly progress reports[100] mentioned that "UN Women was approached by USAID's Local Effective Government Activity programme. The project will seek synergies with other peacebuilding projects in Kosovo, including those ran by international organizations, such as for example the USAID 'up to youth' project." However, in practice, the project team confirmed that they did not have any cooperation or coordination with the USAID project.[101] Indeed, the interviews with some of the main stakeholders from UN Agencies showed that, even if the project team sought for synergies with other donors, this was not an easy endeavor. According to an interviewee, "we got to know that USAID was working on a similar project, but they did not really interact with us and we could not collaborate with them." Nevertheless, the project managed to develop synergies with other donors and partners, like the OSCE-UNICEF cooperation on the planning and implementation of one of the workshops. This came as a result of both organisations implementing projects on peacebuilding, youth empowerment, and participation.[102] This was also jointly funded (UPSHIFT), which serves as an example of financial catalytic effects of the project.

Regarding gender equality and output 3, the project team looked for synergies with other projects and also made changes to project activities during the implementation to be in synergy with complementary interventions. For example, following recommendations from implementing

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97 Joint Project Steering Committee Meeting report_26.06.2019
98 Email exchange with Project Team, 30th of June 2021
99 The Progress report 15 November 2019 notes that one of the consequences of this collaboration was that UNHCR identified three displaced persons, Kosovo Serbs (1 female and 2 male) living in north Mitrovicë Veriore/Severna Mitrovica areas that can now be supported and perhaps can stay in Kosovo.
100 13 June 2019
101 Email exchange with Project team, 30th of June 2021
102 The report on the Extraordinary Joint Project Steering Committee Meeting state hat "UNKT and OSCE conversation was provided in the line that both agencies can collaborate more closely in the frame of this project." n update on UNKT and OSCE conversation was provided in the lines that both agencies can collaborate more closely in the frame of PBF project and this is because the similar projects both agencies implement – youth and reconciliation, and there is large space for synergy and coordination '

partners, IOM[103] and the Transitional Justice Resource Center[104], activities were added and amended.

Effectiveness/Impact

> **3. Main questions:** To what extent did the project achieve its objectives?

3.1 To what extent have the project's results (outputs and outcomes) been achieved?

An analysis of the TOC against the results of the project showed that the project achieved its outputs[105] and intermediate outcomes – the project was successful in: creating shared spaces for youth from different ethnic groups to meet and collaborate, in engaging with them, and in giving them more confidence as well as developing critical thinking, communication, teamwork, influencing and leadership skills. Across the three outputs, the project was therefore successful with skills-building while also increasing social cohesion (horizontal trust) by connecting youth from different ethnic groups to collaborate on shared challenges. This is very positive as several youth interviewed stated that it was their first time they had some interaction with young people from other ethnic groups. However, in line with some of our recommendations, this also shows the necessity to build-up on this type of individual-level results and develop more sustainable platforms in future projects and programs addressing social cohesion among Kosovo youth.

There is solid evidence, across the three outputs, that the project contributed to building confidence and strengthening multiple skills for the cohort of young people who participated in its activities. The evidence comes from triangulating data sources from the FGDs and online survey with project beneficiaries, literature review, and interviews with stakeholders.

In particular, youth respondents confirmed that they benefited from the project because it supported them to:
- Build their confidence – as an illustration of that, a participant to a FGD noted that "this program has taught me to think outside the box and to leave my comfort zone because everything is possible." Similar feedback came from a participant in conflict resolution trainings who said that the project's workshop "helped us to develop our personal value as well as building our confidence, which will be beneficial for our future." This anecdotal evidence is confirmed by the analysis of the online survey, which shows that most participants mentioned that they gained self-confidence and independence. Overall, participants assessed their experience as enriching, with 41.6% stating that they learned very much and 37.5% learning quite a lot, 16.6% saying that their new learning was average, while only 4.1% saying that they learned nothing.
- Strengthen their skills –the large majority of participants to the online survey (82%) reported that the project strengthened skills such as report writing, project design, communication, and negotiation as a result of attending the project activities. This is also confirmed by the FGDs conducted where all youth participants highlighted how the project strengthened skills, which was also beneficial for them to find job opportunities (see below).

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[103] Language courses in Albanian and Serbian were not initially planned in the activity. However, IOM stated that based on their other initiatives on peacebuilding and dialogue, enabling Albanians to speak Serbian and Serbs to speak Albanian was crucial to have e better dialogue. Based on this recommendation, the project was amended to also include language courses.
[104] The Transitional Justice Resource center contributed to the design of their activity by providing input based on prior experience and expertise.
[105] Annex 8 includes the progress table (results achieved against the target identified in the logframe) that shows shows73% of targets have been achieved (60% even exceeded foreseen targets), 20% were partly achieved and 6.6% were not achieved due to reasons related to Covid19

- Increase their motivation to actively take initiative – the data collected from various sources also showed that youth felt more motivated to be proactive in taking initiative to put forward their skills, to seek employment or become entrepreneurs, to cooperate with their peers and Kosovo institutions, and, overall, to bring about positive change in their communities. As an illustration of that, one participant of community volunteering, for instance, said: "Before starting, I wasn't fully aware of the power of an employment office as a medium for changing individuals, but working there, I have understood that if you want a job and actively seek it, you will find it and it will transform you!" Another participant in one of the women's coaching programs noted: "I have been impressed and inspired to see that a woman can achieve whatever she wants despite the numerous difficulties. I feel more motivated now!"

The analysis of FGDs, the online survey, and desk review also showed that the project created some opportunities for youth to interact with peers from other ethnic groups. Consequently, the project increased the will for inter-ethnic cooperation among youth and helped participants to see the benefits of doing so. Most respondents to the online survey (75%) stated that they had the opportunity to work with groups from other ethnicities during this experience, which included the majority of young women and men belonging to both the Albanian and Serbian communities. As an illustration of this, under output 1, a participant in the UNICEF activities stated that "UPSHIFT was not only about building my skills and leading social impact projects, but it was also about connecting with new people from other ethnic backgrounds"[106]. With the same token, a participant in the Youth Assembly organized by the project, pointed out: "I now understand how important it is to cooperate with people from diverse backgrounds, participate in decision-making processes and ensure gender equality in all areas." This also holds true for the other outputs, as indicated, for instance, by a UN Community Volunteer (output 2): "during my tenure as UNV I learned how to interact with people from different ethnic groups."

Not only did beneficiaries have an opportunity to collaborate with youth from other ethnic groups, but they also stated they were interested to continue to do so in the future. For instance, 92.6% of all respondents to the online survey said that they were *willing* to continue working with youth from different ethnicities. All participants from FGDs also confirmed a better understanding of how they face similar problems with youth from other ethnic groups, and of the benefits from working with them – for instance, a participant interviewed by the evaluation states that "I now understand that the challenges I am facing (as an Albanian) are actually the same as my team member (Serbian)." In this sense, this evaluation can confirm the assumption made by the project (see reconstructed TOC) that by creating spaces for youth to interact and by tailoring the content and form of the workshops/trainings to the needs of youth[107], beneficiaries would indeed learn effectively and would, at the same time, be willing to interact with youth from other ethnic groups.

The evaluation team was impressed by the enthusiasm for taking part in project's initiatives expressed by all beneficiaries who were interviewed. Indirectly, this can be used as an additional indicator for the individual-level impact of the project. For instance, a PONDER[108] participant stated that "participating in this project was such a great experience. I learned a lot in three days, and everything was just perfect. Many of the things we did we do not do at university. I now see things differently when I am reading the news. Now I taught myself whether I should believe or not." Also, the teachers interviewed as part of this evaluation confirmed their satisfaction for the effectiveness of the project, and as one of them affirmed, "I am very satisfied with PBF. Even though I have a Master's in Psychology, I learned a lot from the training on emotional focus and its effect on students." Lastly, the analysis of the documentation has also confirmed the high level

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[106] Progress report 15 06 2020

[107] As mentioned above, youth reported that the the content of the training and workshops delivered was exactly what they needed and what they lacked at school

[108] The objective of PONDER, which involves a series of workshops with youth, is to improve the life skills of adolescents by fostering media literacy and critical approaches to information, empowering adolescents to approach information critically, to identify and examine bias, and to judge the value, authenticity, and authority of the information they encounter

of satisfaction from project beneficiaries. For instance, 100% of the UN Community Volunteers[109] reported to be highly satisfied with the project.

However, the evidence that the outcomes of the project were achieved is more scattered.[110] While there is sufficient evidence to show that the outputs and intermediate outcomes have been achieved, the evaluation team only found some qualitative anecdotal evidence of the changes produced by the project at the outcome level of the reconstructed TOC.

The evaluation found that youth did indeed understand the value of collaborating with other youth and that they had similar issues and concerns even if belonging to different ethnic groups (one of the assumptions of output 1 in the reconstructed TOC – see annex 8). However, the evaluation gathered only a few testimonials from the FGDs of youth who reported that they *continued interacting* with peers from other ethnic groups, which means that there is no concrete evidence that a 'practice of working together' has been established. This could have been done through a formal structure or platform of youth (which were not established as part of the project) or the development of local policies or institutional practices on social cohesion. In addition, there is no clear evidence to test the assumption that as a result of taking part in some of the project's activities, youth would then influence their communities to interact with other ethnic groups.

The evaluation found though that the project was successful in building the confidence of young men and women. In some cases, youth were able to develop new businesses through the coaching and support offered by the project,[111] while other beneficiaries were able to find employment or pursue personal goals as a result of being involved in project activities. For instance, all the young women who participated in the mentorship program said that they secured jobs or were able to undertake further education after the project was completed thanks to the skills and motivation acquired from this experience.

However, one of the initial assumptions at the outcome level of the project, which said that by working with local institutions youth would increase their trust in those institutions, could not be evaluated because the results from the 2021 Youth Study could not be used as directly relevant and representative data.[112] In order to mitigate this challenge, the evaluation team collected some qualitative data and testimonies on trust in institutions of some of the participants. The evidence gathered from FGDs showed a diversity in the perspective of youth interviewed – a vast majority of them stated that their level of trust was not changed after the experience participating in project activities, while only a minority appreciated the interaction with local institutions and now feel more confident in how the local authorities can take into account their concerns and priorities. Consequently, the outcome level results on vertical and horizontal cohesion could only be partially tested, and the results suggest this was a complex and ambitious objective that, most likely, could not have been achieved easily during the project's initial timeframe of 18 months.

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109 UN Community volunteers participated in the activities of output 2. In particular, the project deployed 40 UN Community Volunteers for 6 months with local government institutions with the objective to equip them with community engagement experience and provide them with some work experience

110 Annex X shows the evidence of the achievement of results and meeting project assumptions against the reconstructed TOC

111 An interesting example is that of a participant in the activities of output 2 who started her own tailoring business in late December of 2019 as one of the beneficiaries of the Active Labour Market Programme. In her own words, "I was fortunate to be one of the beneficiaries of the 'Youth for Kosovo' project and to receive sewing machines which enabled me to start my own business." Even more interestingly, she also used this business to produce face masks for local community and pharmacies when COVID struckhttps://www.ks.undp.org/content/kosovo/en/home/stories/from-dreams-to-newly-created-reality--sewing-protective-masks-du.html. There the evaluation did not find, however, the exact number many businesses were created exactly

112 As mentioned in the section regarding the limitations, the data related to the results of the 2021 Kosovo Youth Study could not be used by the evaluation to show the contribution of the project to increase neither horizontal trust (trust between youth from different ethnic groups) nor vertical trust (confidence in the state) building for the following reasons: The survey was conducted among a population that does not target specifically the participants of the project, and the age of the population is also different from the one for the project - The population age was in-between 14 and 35 years old ; The survey covers several topics beyond the scope of the project - For instance, the survey looks at issues such as that physical and mental health, family relationships. Despite this methodological limitation (missed opportunity to have monitored and evaluate this per relevant activity), and thus the lack of a robust correlation between the project and vertical cohesion, there is qualitative and anecdotal evidence showing that the project has contributed, albeit in a limited and sporadic way, to increase the trust of some of the participants in institutions.

Overall, the biggest contribution of the project was on empowering young women and men individually, and on starting to change their perception and attitude by giving them opportunities to interact with youth from other ethnic groups. In this sense, it is interesting to reiterate that the impact of the project has been mostly at *the individual level* (on the participants) and not at *the socio-political level.* [113]

It is also important to note that part of terminology used by the project was not defined in the project document reviewed by the evaluation (i.e. social cohesion, horizontal and vertical trust), which created some confusion among stakeholders on the main objectives of the project. The evaluation found a great diversity of perspectives from the stakeholders and beneficiaries interviewed on what the project wanted to achieve. Even among the same target group (youth) the interviewees had different opinions when asked what the main objective of the project was: some defined the main objective of the project as creating opportunities for them to work, some stated that the main objective was for the project to build their confidence and skills, and only a few stated that the primary aim was to foster collaboration between youth from different ethnic groups. The implementing partners interviewed by the evaluation also said that they sometimes had difficulties to communicate on the main objectives of the project.

Nonetheless, the evaluation team found that final evaluations of similar peacebuilding projects[114] also encountered the limitation of not defining clearly from the onset what social cohesion and vertical or horizontal trust meant, and, therefore, not proposing concrete measurement indicators to assess whether social cohesion has been improved or not.

3.2 How effective was the project to empower non-majority communities/ marginalized groups?

The project was effective in targeting and reaching out to youth from non-majority communities. Overall, the project was able to reach a 38% participation of non-majority groups across all activities, and, in some initiatives the project had 50 % non-majority participants (i.e. summer camp).[115]

In this sense, the project managed to adapt some of its outreach efforts to recruit project participants overcoming specific challenges, such as parents from non-majority communities not always willing to send their kids to Pristina for participating in project activities. As an illustration, UNICEF developed a video for PONDER to show the benefits of the program for all communities in Kosovo in the attempt to build trust with adults and parents. Several youths participating in FGDs confirmed that their parents allowed them to participate in project activities only after watching this video and, thus, understanding better the scope of the project.
It is also interesting to report that some interviewed youth from non-majority communities stated that, despite the fact they were not registered in employment offices, they learned about the project activities regarding the UNV opportunity through their peers that had been informed by the project about its recruitment efforts.

Furthermore, the evaluation team identified some anecdotal evidence that the project empowered non-majority communities.[116] As mentioned in the previous section, there were many testimonials confirming that the project has indeed empowered youth, including non-majority groups, to gain more confidence, develop skills, take initiative etc. As indicated by one of the interviews with the stakeholders, "the project has really been the first one to focus exclusively on inter-ethnicity in a context where youth had often never interacted with other ethnic groups

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[113] See Annex X for an analysis based on the RPP Matrix Plus.
114 Dialogue for the Future 2 Final Evaluation May 2020
[115] This is mentioned in the final report 15 November 202. However as mentioned previously in the report, there was no specific target for the quotas of ethnic group participation at design stage
116 There is indeed data about the participation from non-majority groups into project activities yet there is no much data on 'empowerment' from the non-majority groups

and where some narratives say that there is an evil on the other side of the river and that youth from different ethnic groups don't have anything in common."

Youth from minority groups, therefore, also gained the confidence to take initiative during the training and propose solutions and new ideas to overcome specific challenges. This is the case, for instance, of a participant from the Roma ethnic group, who spoke both English and Serbian and was able to act as facilitator in his group - some participants from Serbian community did not speak Albanian nor English and were not able to speak to the other participants. With the same token, most of the Serbian youth felt that the project made them feel more confident about themselves. According to a young Serb participating in one of the FGDs, "after I participated in the project activities. I started to actively look for possible things I would like to do for work and started contacting some organizations where I think I would like to work – I had never done this before."

3.3 Have there been unintended positive or negative results?

The evaluation did not find any negative results as a consequence of the implementation of the project, nor did it find any unintended positive results. The evaluation found, however, that the project had several *implicitly* positive results from the project given its catalytic nature.[117] In this sense, these results could be considered as intended and are discussed in the section of sustainability of this report.

One interesting element at the programmatic level that could be considered as an unintended positive result, however, is the fact that project brought together the development arm with the peace and security arm of the UN in the form of UNMIK. The project thus had very real catalytic effect by supporting the synergies between the two arms of the UN and enabling them to work together.[118]

Efficiency

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4. Main questions: How efficient was the project in using its resources to achieve its objectives?

4.1 Have funds and activities related to the selected initiatives been delivered in a timely and resource appropriate manner?

Despite the pandemic and despite having ambitious objectives, the funds were delivered in a timely and resource appropriate manner. The project reached 100% implementation rate and most line items were close to the planned expenditure.
As mentioned before, the project had numerous activities foreseen to be implemented in a short period of time (initially 18 months). As a result of the COVID-19 epidemic, all the activities of the project had to be postponed leading to an extension of the whole project, which was finally implemented for 27 months. However, this evaluation found that despite the ambitious work program and the pandemic, the project managed its resources properly and implemented all its activities while achieving most of its objectives.

In terms of managing resources, the project was able, for instance, to make some savings as several of the activities were being conducted virtually because of COVID-19 – this led in some cases to even exceeding the output level indicators decided at the design stage. For instance, the peer

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[117] The project document mentions that 'the project will be catalytic, because it results in the participants themselves being empowered as advocates for positive change'
118 The evaluation team, however, did not find any more information about this so as to be able to better articulate this finding.

mediation training was expected to be implemented in 20 schools and it was finally conducted in 40 schools in 10 municipalities thanks to the no-cost-extension and savings made by the project.[119]

It should be noted that the reporting on efficiency could have been improved – the annual reports only mention "the implementation rate as percentage of total project budget" without better articulating other interesting elements that the evaluation team found in separate documents related to the budget of the project. For example, the project could have utilized diagrams and tables showing budget figures as well as disbursement delays, with an explanation of possible implementation problems and solutions to overcome them.

The analysis conducted by the evaluation team on the project documentation coupled with the KIIs showed that the project structure was rather complex with 21 main activities and many sub-activities that relate to a variety of complementary yet separate results.[120] As mentioned in one of the project's documents that the evaluation team reviewed, "the project is packed with activities in a very short period of time."[121] In this sense, the evaluation found that the project incurred some minor coordination problems, although they were not reported in any documents analyzed here. More exactly, the interviews with the UN agencies showed that coordinating a project with so many activities was quite complex, and the distribution of one output each for UNDP-UNV, UNICEF and UN Women was not always easy to manage so as to assure complementarity (see below point 4.4).

> ### 4.2 To what extent was the governance set-up appropriate to achieve results in terms of:
> - **Guidance from the Steering Committee?**
> - **Cooperation among supporting and implementing partners?**

Overall, the perception of the guidance from the Steering Committee and the cooperation among the main stakeholders were both found to be positive. More precisely, the interviews with the main stakeholders[122] and the analysis of the documentation showed that the Steering Committee provided clear guidance from the beginning of the project. The evaluation team identified a strong commitment of the main stakeholders to design and implement this project, which they all considered to have a strategic importance.

It is also interesting to note that the COVID-19 crisis became a federating factor for UN agencies that worked even closer to each other – according to an interviewee "COVID has made us more cohesive and more aligned. In a time of crisis, we were able to take quick actions." The evaluation team found that the coordination team as well as the larger team including the UN agencies and implementing partners were all very willing and committed to assuring a successful implementation of the project.[123] Some examples in this regard were the frequent meetings planned by the project coordinator to try to exchange information between agencies and their focal points,[124] and the commitment of some of the Head of Agencies to participate directly in some of the project activities.[125] This evaluation underlines that it would be interesting in the future to find ways to measure this subject – the performance and even the composition of the project team so as to evaluate its impact on the project's effectiveness.

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119 The project was able to support the "corners" or clubs with some funds to develop a physical presence for the corner (an area with a quiet, calming atmosphere), including ICT equipment for the use of the clubs that were not initially planned thanks to the savings
120 An example of that, is output 1 whose main objectives are about: increasing critical thinking, confidence and skills of youth; developing peer mediation programs; facilitation dialogue and collaboration between youth from different ethnic groups; increasing the capacity of teachers on peer mediation; developing concrete project through UPSHIFT and other initiatives to solve complex issues etc
121 Report of the Joint steering committee 2019 - 26/06/2019 meeting
122 This includes the leading agencies, institutional partners, and implementing partners.
123 An interviewee points out that there was a 'there was a huge engagement from UN team'.
124 According to an interviewee from a UN agency, 'the project team was very proactive. We didn't in fact wait for steering committee meetings. We were talking about it in between during ad hoc meetings with agencies…'
125 For instance, the Head of UNV participating himself in the definition of the criteria for selecting candidates as well as in interviewing candidates

The collaboration between UN agencies and implementing partners was also found to be strong. This is confirmed by, firstly, an analysis of the division of tasks– for instance, implementing partners were indeed in charge of the outreach campaigns because of their comparative advantage to do so.[126] This was also confirmed by the interviews with the main stakeholders who highlighted how this cooperation was smooth during the implementation of the whole project.

4.3 To what extent was the project able to respond to unexcepted challenges, such as COVID-19?

The project was very effective at adapting to unexpected challenges, especially to the problems posed by the COVID-19 crisis. According to most people interviewed, the COVID-19 context has been very detrimental for the health and economy of Kosovo, and has had a particular impact on youth by exacerbating existing socio-economic and education-related problem.[127] Furthermore, disinformation regarding COVID-19, political divisions and accelerated use of social media contributed to a notable increase in hate speech during the pandemic.[128] This was also confirmed by project participants, one of whom said that "There was an increase in hate speech during pandemic as political rhetoric has become much stronger."

Nonetheless, the evaluation found plenty of examples where the project was able to adapt swiftly and effectively to the pressures of COVID-19. For instance, concerning output 1, the implementation of the first peer mediation and teacher training was conducted on the 29 March 2020 only 15 days after the COVID-19 crisis was announced in Kosovo (13th of March 2020) – in this case the project team was able to adapt quickly and the training was conducted 100% online and with sessions of two hours spread over six days (to avoid overburdening participants). One interview stated that "other donors should take a lesson from the flexibility and support provided through this initiative during COVID-19."[129] It is interesting to highlight here that the project managed to effectively create spaces and opportunities for youth to come together (see section above) at a time where the situation produced by the COVID-19 crisis was shrinking the very same spaces and opportunities. Because of the pandemic, youth had less opportunities to physically meet and collaborate, yet the project used digital tools to overcome these challenges and create new ways for youth to interact with each other. Not only did the project adapt some of its activities under the impact of COVID-19, but it also developed some activities to tackle related healthcare issues. For instance, as part of the project UN Community Volunteers were engaged to protect the health of persons from non-majority communities by disseminating and translating verified information on COVID-19.[130] This is deemed to be a rather efficient way of using resources as the project was able to adapt to unexpected circumstances and tried to solve some urgent problems external to the project.

As mentioned above, the project was very effective in adapting to COVID-19 related challenges as well as in adjusting some activities in the face of unexpected problems. For instance, the outreach campaign to attract youth in the north through employment centers was particularly difficult as young people are often not registered with local authorities. In response to this issue, the project team was effective by reaching out to vocational centers to implement the campaign and, thus continue promoting the benefits of taking part in the program. The project was also mindful of ethnic differences while working on COVID-19 related aspects. In this sense, a journalist from Radio Television of Kosovo (RTK) Roma, stated that "it is great to see your

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[126] Also good to rely on implanting partners with knowledge and network in the north (domvik)

127 This is also confirmed by the Youth Survey 2021, which cites socio-economic, educational concerns, but also mental health as a growing problem

[128] Abit Hoxha, Resilience: For Media Free of Hate and Disinformation, "Media Landscape in Kosovo: Hate and propaganda influences", at: https://seenpm.org/wp-content/uploads/2020/10/Resilience-research-publication-1-KOS-ENG.pdf

129 Another example is the one of UNICEF that managed to shift its implementation to online during the pandemic. Video tutorials were developed for its programmes. For example, the team proposed an adaption to the UN Youth Assembly, in a form of an online workshop to provide solutions for COVID-19 challenges, while altogether tackling trust building and inter-ethnic collaboration

[130] Also We have contributed to the delivery of the online training "Fighting fake news in the pandemic".

efforts in spreading information on health during COVID-19 in the Roma language too, because it is very difficult to keep up to date for those who do not understand Albanian nor English."

In another example, UN Women provided financial flexibility and changed one of its activities in response to the challenges posed by the pandemic. Initially, UN Women had planned to support the Agency for Gender Equality (AGE) towards organizing trainings with Gender Equality Officers on Women, Peace and Security. However, in the second half of 2020, it redirected these funds to AGE who used them towards Measure 10 of the Programme for Economic Recovery, which dealt with "Financial support for projects and initiatives that work towards improving women's position in the economy and in society." Moreover, because some events had to be cancelled, it was decided to record the capacity building training for Gender Equality Officers, and eventually accessible through an online platform in Albanian and Serbian languages. The planned modification was approved by UNDP first and then by the PBF.[131]

UN Women also adjusted project activities to support Kosovo institutions and non-governmental organizations, and address "the needs of women and girls especially survivors of domestic violence and gender-based violence." Within this support framework, between September to October 2020 and January to February 2021, UN Women offered AGE direct support to its Programme for Economic Recovery to ensure that it was gender mainstreamed and women had equal access to the economic recovery resources and relevant social services, particularly important for the most vulnerable groups.[132]

4.4 Was the assignment of respective outputs to respective UN agencies more efficient than adopting an inter-agency approach for each output?

The UN agencies built on their comparative advantage to design the project. The analysis of the documentation showed that the project was indeed developed based on each agency's comparative advantage – for instance, the education output/component was the responsibility of UNICEF, which has been very successful in its mission to advance education in Kosovo by implementing for many years initiatives such as UPSHIFT. The stakeholders from the three UN Agencies interviewed on this subject also confirmed that the development of the project was quite smooth as the three agencies easily identified their comparative advantage and the activities of each output were based on that.[133] As an interviewee highlighted "in other multi-agency projects there is quite some competition among agencies – in the case of the project this did not happen as it was clear who needed to do what and because there were only three agencies."

As previously indicated, the review of the implementation of the project showed, however, that there were some small coordination and communication problems. Most of the stakeholders interviewed highlighted that the agencies sometimes experienced difficulties in coordinating and planning the project's numerous activities. Among these challenges, for instance, was having to simultaneously collect data on time, gather information on the progress from the different agencies and being able to analyse it efficiently.[134] Some stakeholders stated that the agencies did not always work in complementarity to each other, mainly because of different agency-specific pressures and deadlines or the lack of experience in joint project. According to an interviewee, "sometimes things happened in silos and we didn't coordinate as much as we could. This was not a major problem, but this could become a major issue in the future as a joint program should be a program where agencies build on each other strengths for the same coherent objective."[135] Other stakeholders said that part of the reason behind coordination challenges was,

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[131] Email exchange with UN Women, June 29th 2021,
[132] It should be noted that following UNSCR 1325/ WPS, peacebuilding has been increasingly argued as benefiting from gender equality and women's empowerment. Even though these are economic and social issues, they implicitly can also support peacebuilding (development-peacebuilding nexus). In this sense, the disproportionate impact of COVID-19 on women requires a sustained and swift response.
[133] Implementing the activities of the project- for instance, an UNV official states that "the activities of the project for output 2 reflect well the UNV's mission."
[134] As mentioned above, the evaluation team could not get the data on pre and postquestionnaires conducted by UNICEF as the agency used a system that does not allow them to extract this data from their system – this would have been possible id the project had one single system of M&E and platform
135 It should be highlighted however that the evaluation team did not gather examples of this

at times, the fact that each agency focused on a separate output. Consequently, this might have prevented sometimes better synergies during the implementation of certain activities, as well as a more rigorous monitoring of contribution towards particular outputs - i.e. some workshops led by UNICEF as part of output 1 that included the participation of young women, as well as UNDP's mentees program for young women, could have benefited from the support of UN Women.

However, given the positive results of the project, its overall efficient delivery and the project team's capacity to adapt to unforeseen challenges, these issues did not seem to have been a major issue. There were also examples of successful initiatives that were implemented jointly. For instance, under output 1, the Youth Assembly was done in cooperation between UNMIK, UNICEF and UNDP. According to one of the past reports, "this initiative is working very well, ensuring doing the work together."[136] Another interesting synergy was UNDP-UNV and UNICEF cooperating under output 2 (managed by UNDP-UNV), to develop community volunteers, who were then recruited to work in the innovation lab on activities under output 1 managed by UNICEF. This was a successful collaboration as the volunteers were extremely satisfied with their work and UNICEF decided to retain all of them after the volunteering experience.[137]

Finally, the convening agency (UNDP) was under a lot of pressure as it had to implement activities under output 2 of the project while also coordinating the efforts of the other agencies for outputs 1 and 3. This shows how important it is to always carefully reflect on who might be the actor best positioned to coordinate similar joint projects, and seriously consider whether UNDCO could fill this role for future similar peacebuilding operations in Kosovo.

Sustainability

> 4 **Main questions:** How sustainable are the results of the project?

5.1 To what extent are initiatives supported by the project likely to be sustained over time?

The evaluation found that there are already some signs of sustainability for some of the activities. As mentioned above, this evaluation found many instances where the implemented project activities led to intended positive results even if not all of them had been listed in the project document.[138] One interesting example in this sense was the peer mediation initiative. The impact of the peer mediation mechanism has not been just about solving problems for the students, given that in some of the participating schools principals noted a 30% improvement in the grade performance of the students after this mechanism was set up. Even if a rigorous evaluation should be conducted to clearly link the setting up of this mechanism to the improvement of student grades, anecdotal evidence show that teachers have more time to allocate to teaching their curricula by not having to constantly solve disputes between students and address issues related to bullying and violence.[139] The same mediation corner has also been used by some teachers to discuss individual problems so that students do not discuss them in front of others. The FGDs with teachers confirmed that the students who have done it were quite pleased with this approach.

Several of the project's results have ensured sustainability by developing platforms to reach out beyond the timeframe and participants of the project. For instance, the language materials

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[136] Joint Project Steering Committee Meeting report_26.06.2019

137 Another example was that a UN Community Volunteer was deployed to support activities under output 3 UN Women) and: Assisted in the organization and implementation of activities such as lectures, between UN Women and the University of Pristina

138 This report already mentioned some of them such as the example of the business owner who started producing face masks for local community and pharmacies when COVID struck.

[139] It is important to note, however, that the project did not articulate at times the direct connection between some of the results and peacebuilding (i.e. improved student performance and peacebuilding)

developed under the project through IOM have been uploaded to the VOC-UP website, the interactive digital platform developed for learning Albanian and Serbian languages online. As a result, in addition to direct project participants, over 55.000 more active users now have access to the learning materials. In another example mentioned before, the training for Gender Equality Officers on Women, Peace and Security were digitally recorded so as to be uploaded to a digital platform that GEOs can access. Lastly, the Kosovo Women's Network has continued to work with the young women grant recipients towards further developing and scaling up their projects.

Yet, probably the most important catalytic effect of the project came at the individual level by building the confidence of the young women and men beneficiaries, as well as by developing skills relevant for professional development, as well for potentially contributing to peacebuilding. In this sense, 62% of the respondents of the online survey during the evaluation said that they learned various things by taking part in the project's activities, such as becoming more self-aware and understanding themselves much better, strengthening their ability to overcome problems and "getting out of difficult situations", as well as learning outcomes like enriching their vocabulary and enhancing their knowledge on subjects useful for their career and academic development.
As the project concluded its activities at the time when this evaluation was starting, it is challenging to appreciate all long-term effects the project may have on the young people who participated in its activities – the expectation being that they will apply their acquired knowledge and even become change makers for Kosovo.[140] It is thus important to reiterate that it would have been very useful from the design stage to consider more carefully how to be able to track and sustain the project's individual and group levels impact on youth in Kosovo.

Nevertheless, the positive results of the PBF-funded project reverberated with Kosovo institutions and the donor community – it provided a clear path on how to engage with youth and prepare them for the labor market. The evaluation identified the following additional initiatives implemented by external partners and stakeholders, with direct or implicit links to the PBF-funded project:

- The importance of the Ministry of Youth, Culture and Sports initiative (EUR 500,000, implemented by UNDP) cannot be stressed enough since the project was initiated under very difficult economic conditions due to the COVID-19 crisis. This initiative used the approach of the project financed by PBF,[141] as the selected interns were unemployed recent graduates (2018-2020) from vocational and higher education institutions. The project "Sustainable integration in the Labor Market of unemployed youths in Kosovo through development of practical skills through the Internship Programme", placed 392 graduates in the private sector and NGOs/CSOs for a period of six months. 94 companies/organizations were also involved in the process covering economics, administration, education, and social sciences as main areas of focus. Moreover, the programme also managed to be inclusive and gender-sensitive as 70% of beneficiaries were women and 12% were from non-majority communities (Ashkali, Bosniak, Egyptian, Roma, Serbian, Turkish).
- Equally, the planned contribution from the municipality of Vushtri/Vucitern (EUR 30,000) was foreseen as a direct COVID-19 recovery measure and a wider effort to strengthen employability of Kosovo youth, which also part of the UNDP's internship training programme.
- Youth inclusion, skills development, inter-ethnic dialogue leading to social cohesion have also been part of the EU/EEAS funded project (EUR 2 million). Focused on Kosovo's rich and diverse cultural heritage, this project also addresses the issue of social cohesion and aims to provide opportunities for women and youth to engage in learning, skills development, protection and preservation of intangible cultural heritage, which could also be harnessed as a source of economic empowerment.

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[140] An interesting example is given by an official from UNICEF concerning a young woman who had participated in a previous program of UNICEF to then become the head of YMCA in Kosovo
[141] This initiative was not funded by PBSO

- Finally, the project generated indirect catalytic funding of EUR 58,410 to finance some of the project's activities, given that OSCE covered some part of the expenses for UPSHIFT and PODIUM workshops (UNICEF's work for output 1), while ADA co-funded 20 women CSOs through grants in coordination with project activities under output 3 implemented by UN Women.

Furthermore, the evaluation also found that there was strong willingness to develop a follow-up project. Most of the stakeholders interviewed highlighted how projects like this are important for Kosovo and wish for a follow-up project. According to one interviewee "there is a strong need to do more initiatives like this project as it tackles issues that are high-priority in the context of Kosovo in a very innovative way." Besides the continuous need to address youth challenges and concerns (also confirmed by the findings of the Kosovo Youth Study 2020), a follow-up project could also be instrumental in consolidating and scaling-up some of the results of this first PBF project in Kosovo by focusing on how to contribute more clearly towards change at the societal and institutional levels.

5.2 Extent to which the project has addressed obstacles that can impede the sustainability of the results?

One major problem for sustainability is ownership from central institutions – this has been addressed partially by the project. Even if youth were the real beneficiaries of this project, the evaluation considers that ownership by Kosovo institutions is key to the sustainability of the project activities. However, some of the project stakeholders interviewed highlighted several challenges for the authorities to take ownership of project activities and develop some follow-up initiatives. One of the problems has been the volatile political landscape as indicated by the fact that during the project's timeframe there were three elections, each bringing new political leadership for Kosovo. According to one interviewee, "it is not possible for us to develop a stable partnership with central institutions and expect that they build on our activities." With the same token, another person states that "the change cannot come from institutions in Kosovo because of the turnover and the lack of a clear strategy."
Interestingly, a UN official working on the peer mediation mechanism said that municipalities sometimes do not always implement what they are supposed to as the project became an incentive for them to take this approach - for instance the legal framework of mediation corner was established previously but it was not implemented until the project started.[142]

Other stakeholders have a more optimistic perspective on local ownership and willingness to collaborate and highlight some good initiatives that Kosovo institutions have developed because of the project.[143] This is the case of the internship program that the Ministry of Youth established after being inspired by the project's own initiative in this area of youth empowerment. It is also important to mention that UPSHIFT, Podium and Ponder initiatives were accredited by the Ministry of Education and Science (MES), and they have started to be gradually integrated into the Kosovo's upper-secondary education system and will be part of the school curricula from 2021.

Finally, it is important to note that central authorities are becoming more focused on social and economic challenges for young people (like unemployment), and this could be an interesting opportunity for other donors to follow up on the project activities.

The project did not target some other key actors that could positively or negatively influence youth behavior – such as parents.[144] As mentioned in the effectiveness section, the

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[142] Regulation No. 21/2013 for Protocol for the Prevention and Reference of Violence in Institutions of Pre-University Education.
[143] It is interesting to note that the stakeholders that have a more optimistic view on the project are the ones that were either involved in the project design of the project or have a stake in a possible follow-up phase of the project
[144] Several reports on peacebuilding recognize the importance of including parents in peacebuilding interventions that target youth (i.e. PBF, Guidance Note on Youth and Peacebuilding

evaluation found some instances where youth stated they continued the collaboration with youth from other ethnic groups even if there is no strong evidence of established practices of working together. An interesting remark from many interviewed young people is that their parents did not approve, at times, the fact they were interacting with youth from other ethnic groups. This could potentially be an issue for the sustainability of project activities as parents were not involved in project activities but have a strong influence on young peoples' behaviour and personal development.

Gender Equality

To what extent and how effectively did the project mainstream gender in all its activities for the three outputs?

Through its particular focus on gender equality under output 3, the project aimed to enhance the influencing skills and leadership capacity of women and girls to engage in peacebuilding.[145] Positively, the project tackled gender equality and women's rights from other angles too, depending on the output, with specific examples of this being offered above, particularly in the sections on efficiency, effectiveness, and sustainability.

Although it was not clear whether women and girls were specifically consulted during the design phase, the project did seek advice from the Agency for Gender Equality, which represents the interests and needs of women and girls in Kosovo. The project was developed in line with the objectives of the Women, Peace and Security (WPS) Agenda under UNSCR 1325, and thus it was based on a sound understanding of the importance of women's involvement in peacebuilding processes and initiatives. Moreover, as identified in the project documentation, the project acknowledged the specific challenges faced by young women in terms of socio-economic and political participation, representation and empowerment. Consequently, **gender was mainstreamed in all three outputs** with either women, young women, women's organizations, or gender equality institutions being part of the design and implementation of all these outputs.

It should also be noted that the output level indicators, while correctly disaggregated by gender, were not sufficiently disaggregated to be able to capture the diversity of participants and discuss the intersectionality of the project. For instance, while 56% of beneficiaries of project activities were women, and 38% beneficiaries were from non-majority communities, it remains unclear how many beneficiaries were women from non-majority communities. Output 3 indicators differ from this, as they do present the proportion of women from non-majority communities.

To what extent were commitments made to gender equality in the project document realized in practice?

Most commitments regarding gender equality from the initial project document were realized during the implementation of the project, albeit with some modifications due to the COVID-19 crisis.[146] In addition, output level targets related to gender equality specifically or to the foreseen impact on young women and men have been achieved.

As discussed in the previous sections, the project contributed to the commitments of the WPS agenda by involving young women from different communities in its training and mentoring

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[145] It should be noted that the Project was not based on an updated gender analysis as it did not fully tackle reasons for women's exclusion from peacebuilding and other institutional processes. But it was based and adapted taking into account the field experience of UN Women and other partners, including the Agency for Gender Equality and the Kosovo Women's Network. The following gender analysis published before the project began could have been used, Kosovo Women's Network, Kosovo Gender Analysis, 2018, at: https://womensnetwork.org/wp-content/uploads/2018/10/womens-network.pdf

[146] It is however challenging to assess whether the foreseen outcomes have had a similar impact on the perceptions of young women and men as they had not been disaggregated by gender in the first place.

initiatives, by collaborating with institutions (vertical cohesion), as well as by engaging media to promote "responsible journalism". Beneficiaries were also supported to develop practical project initiatives in line with of the implementation of UNSCR 1325 principles in their own communities. In this sense, part of the project's legacy is also a network of young women who will continue to develop as entrepreneurs, gender equality and human rights advocates, as well as potentially getting involved in decision-making and peacebuilding at both central and local level. The project did not create formal platforms for young women to continue working together once the project ended, however, it utilized an already existing platform (The Kosovo Women's Network) to enable beneficiaries to collaborate after the project ended under one umbrella organization. In this regard, the project contributed financially[147] to Kosovo Women's Fund (KWF), which was allocated 19 grants in 2020 to support 20 beneficiary organizations in strengthening their capacities as actors in women's empowerment and gender equality.

Additionally, similarly to other project's results, there is evidence of concrete individual benefits for young women, including access to employment opportunities. For instance, almost all young women who participated in the mentorship program received long-term employment opportunities immediately afterwards. Furthermore, most targets that were designed specifically towards enhancing women's participation were exceeded. In this sense, while the project initially planned to have at least 50% of women as direct beneficiaries of peacebuilding interventions, young women ended up comprising 56% of all beneficiaries. Moreover, 65.3% of all youth-led peacebuilding initiatives were young women, and 75% of youth engaged in communities in target localities through the UNVs were also women. These participation rates are an additional positive aspect of the project, especially that, as highlighted in the background section of this evaluation report, women have been broadly underrepresented in leadership and peacebuilding activities in Kosovo.

IV. Conclusions and Recommendations

Conclusions

Overall, the project was a highly relevant, yet ambitious project, which achieved concrete results despite the challenging context in which it was implemented – it had a clear catalytic role as it triggered many other results that were not identified explicitly at project design stage. The results of the project were more solid at the output and intermediate outcome level rather than at the outcome level – the project contributed to changing the perception, strengthening the skills, and building the confidence of individuals rather than having an impact on changing group and community behavior (socio-political level).

The relevance of this project should not be questioned as it was developed on the basis of a sound analysis of Kosovo by tackling its key issues, and around the needs and concerns of the beneficiaries of the project.

The design of the project was done as a result of an opportunity that UN agencies wanted to seize quickly to address key priority issues such as social cohesion, gender equality and trust in institutions. The project design, however, suffered from some weaknesses: the logframe did not include indicators that could capture the knowledge and skills acquired, and its objectives were ambitious especially considering the short timeframe of the project; the terminology used was not always well articulated; the project included many complementary yet separate activities with three agencies working, at times separately, on them.

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[147] EUR89,900.00

However, despite these issues, the project achieved concrete results and tested several approaches and tools.[148] The project created opportunities and spaces (physical and virtual) for youth from different ethnic groups to come together and to discuss among themselves, often, for the very first time. This is a significant achievement given the difficulty to address such an issue with conflict narratives and divisions among ethnic groups negatively influencing youth and given that because of the COVID-19 crisis the very element the project was working on – creating spaces and opportunities for youth to come together - was shrinking. Indeed, the project managed to overcome the problems posed by the pandemic (health concerns, lockdown, restrictions, interdiction of face-to-face gatherings, school closures etc.), as the team adapted efficiently and effectively most of its activities, tools and approaches. Beyond the exceptional context COVID-19, the evaluation found that the project team and the main stakeholders involved (from UN and implementing partners) were extremely committed to making this project work.[149]

The project had a very solid impact on building the confidence and strengthening the skills of youth individually. This report mentioned some of the countless testimonials that illustrate how the project managed to strengthen the skills of the participants, build their confidence, and increase their motivation. The results of the project went also beyond that as several participants confirmed they have already managed to apply what they learned and, in some cases, secured a job thanks to participating in the project activities. Moreover, the perception on the impact of the project from all the stakeholders and beneficiaries alike was indeed identified as extremely positive. "The project has been overall a success" is an expression that all interviewees shared with the evaluation team.

The project also contributed to changing individual perceptions in project participants – youth who participated in the project now see a value in collaborating with youth from other ethnic groups. Overall, the project had more of an impact at the individual level (youth that participated in the project activities) rather than having an impact at the socio-political level, which, according to growing literature, is the key for positively contributing to peacebuilding efforts.

This evaluation was able to partially confirm some of the pathways and assumptions included in the reconstructed TOC. The assumptions that by creating spaces for youth to interact and by crafting an appropriate educational approach, youth can learn effectively and start collaborating with youth from other ethnic groups could be validated. However, the assumptions that youth would continue interacting with one another without a formal mechanism and that youth would increase their trust in local authorities just by engaging with them could not be validated.

One important final issue to highlight here is regarding ownership by central and local institutions of project results and impact, and making sure that Kosovo key stakeholders are, firstly, highly involved in project activities and, secondly, willing and committed to follow-up on these activities by integrating tools/approach, institutionalising key results, and providing new funds to assure sustainability.

In conclusion, this project can also be classified as a *pilot/model* that tested and experimented several approaches on youth empowerment and peacebuilding, and that achieved concrete results despite the difficult context and the complexity of the chosen topic. Consequently, the UN should build on the lessons learned from the PBF-funded project in Kosovo and consolidate the work it has started with a more structured approach.

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[148] Such as the mediation corner or the coaching of young women from women leaders

Recommendations

The recommendations below provide some specific suggestions for future peacebuilding work, on a possible regional project on social cohesion and on the possible improvements to be made when developing peacebuilding projects in Kosovo.

PBF
1. ***To develop community of practice of country teams working on PBF financed projects***

PBF already has a Community of Practice (including PBF Secretariats where applicable/PBF focal points) who are encouraged to exchange their experiences via different platforms. It is recommended that PBF develop a system or community of practice also for country teams to help them develop peacebuilding operations (financed by PBF) by exchanging good practices and learning from each other. Projects implemented from different stakeholders that tackle similar issues could build on each other's synergies to maximize the impact.

Suggested actions:
- Building on the PBF website, develop a database of good practices and lessons learned from peacebuilding operations highlighting the positive and hindering factors for achieving results
- Help country teams to develop partnerships by possibly mapping main peacebuilding interventions from different actors in the countries where it supports peacebuilding work. Country teams will then build on the existing similar projects and develop synergies with them from the beginning of the implementation of their interventions. A mapping of existing and complementary projects in a given country should include the following:
  - The thematic area;
  - The name of the project;
  - The budget;
  - A brief description of the project.

UN Resident Coordinator in Kosovo

2. ***To develop a regional project building on social cohesion on the results of this project***

The project achieved some concrete results despite some the weaknesses of its design. Above all, the project shows that, when provided with the space to do so and the right capacity and skills, youth are willing to interact with other ethnic groups and can collaborate with them to solve complex issues. The project has therefore opened up some interesting opportunities and there is a good momentum to work around youth empowerment and social cohesion that the UN could seize. Given the fact that the issues addressed by the project are cross-cutting (i.e. tensions between inter-ethnic groups, gender equality, youth concerns) and the wider interest to work on social cohesion, it would be wise to develop a regional project that could catalyze the efforts of different teams around this topic.

Suggested actions:
- UNDCO in Kosovo should engage with UN agencies from neighboring countries to discuss the possibility to develop a regional project building on the project

- UNDCO and UN teams from neighboring countries should discuss about the main issues to be tackled and whether to have an 'entry point' around social cohesion – given the breadth of such a concept, it would be appropriate to identify some 'core sectors' that could give the project a stronger coherence (i.e. selecting the sector of education by focusing on possibly develop school curriculum in a way that could make youth from different ethnic groups interact with each other);
- If the focus will be on youth empowerment, youth should be consulted as part of the design of the project.

RUNOs

3. To clarify the objective and the vision of peacebuilding projects.

Peacebuilding projects should have a clearer and, possibly, narrower focus. When the objective is not clear for stakeholders and beneficiaries, it is more difficult for projects to achieve and show results. This was the case of the project in Kosovo where the project team had identified ambitious, broad and complementary yet separate objectives – beneficiaries and stakeholder had a somewhat different perspective on what the project wanted to achieve.

Concepts such as social cohesion and vertical/horizontal trust building are quite broad and, if not defined clearly, can lead to confusion and make it difficult to concretely understand what the project intends to do. At the same time, it is rather difficult for interventions to be able to have a concrete impact on trust building in a short timeframe – building trust requires time to be developed.

Suggested actions:
- When developing new interventions, clearly define concepts such as peacebuilding and social cohesion (and add a glossary at the end of the project document) by building on the literature[150] on those concepts and propose concrete measurement indicators to assess them;
- Be more pragmatic and candid in terms of what a project can achieve in a short timespan when working on issues such as trust building that can take much time to develop. In this sense, new projects should be better aligned to the PBF recommendations that suggest projects to focus on one or two areas[151];
- Better clarify the connection between fragility and the main thematic area chosen for an intervention (such as unemployment and women's institutional underrepresentation) to provide more clarity about the logic behind it. Interventions should try to better explain what the development-peacebuilding nexus is and how their activities may build on it;
- Better understand who are the main actors the project should target together with young people – for instance, adults should also be the beneficiary of peacebuilding interventions focusing on youth as they have a great influence on children for long-term impact.

4. To develop more coherent projects based on solid TOC

On the basis of the main objectives identified, peacebuilding projects should clarify the logic behind them by clearly visualizing TOCs that can illustrate the several pathways and underlying assumptions for the project to achieve those objectives. In the case of this evaluation, the project document was not clear enough on the TOC and its assumptions, which led to some problems during implementation.

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[150] There have been already many efforts to try to define the concept of social cohesion. For example, "Social cohesion is the extent of trust in government and within society and the willingness to participate collectively toward a shared vision of sustainable peace and common development goals." (UNDP (2020) Strengthening Social Cohesion for Sustaining Peace - A Guidance Note for Assessment and Practice, p. 7.)

[151] PBF, Guidance Note on Youth and Peacebuilding

Also, having a project with very many activities that are complementary yet separate does not seem to be the optimal scenario.

Suggested actions:
- New peacebuilding interventions should also consider reducing the number of activities and assure a complementarity between them to achieve strong synergy (see below under joint programs). Focus should be on quality not just quantity of the results.
- The project team should place more attention when developing the TOC of the project to show the different pathways for the project to achieve its objective/s. In this sense, it is recommended that the project team holds an initial workshop to develop it. This would also be the basis of the development of the logframe. The TOC should include a visualization of the logical connections as well as the underlying assumptions. Also, the TOC should be a "living product" that the project team should continuously verify to see whether the causal connections are proven and whether the assumptions hold true – this would be a way to slightly revise the approach of the project, if need be.
- The TOC should also clearly show all the underlying assumptions that are clearly illustrated and tested (and refined, if need be) during implementation.

5. **To develop a clear 'exit strategy'**

It is of utmost importance when developing projects to concentrate on the development of an exit strategy from the beginning so as to clearly define how the project envisages to develop sustainability after its activities are completed.

Suggested actions:
- A sustainability strategy for projects on youth and that focus on inter-ethnicity should include the following elements:
  o How the project envisages to put in place *mechanisms or platforms* that could better impact group relationships (socio-political change) and which actors should be the target of the interventions. As highlighted above, research has shown that while a project can choose individual change as an entry point, it is unlikely to achieve a sustainable contribution to peace if it does not achieve socio-political change at some point. In this sense, it is advisable that the project team refers to the existing literature, including the Reflecting on Peace Practice (RPP) methodology;
  o How the project envisages to ensure the collaboration with Kosovo authorities at central and local level so that it can take over or support some of the project's activities.

6. **To improve the M&E and reporting system of new projects and make it more outcome oriented, articulated, and gender sensitive.**

After agreeing on the overall theme of the project and its long-term objective, it is recommended that to develop a solid M&E system. The work on M&E should permeate the whole program – M&E starts indeed from planning the project and its objectives and should neither be considered as a follow-up activity nor as the mere development of the logframe. Overall, it is recommended to develop a full-fledged inclusive, gender-sensitive M&E system comprising of a TOC, Result Framework, and Monitoring, data collection, analysis and reporting system.

Suggested actions:
- Make the results and the indicators more outcome oriented (i.e. focus more on changing behavior rather than measuring the number of people trained). When developing training

programs, it could be useful to think about four different levels of evaluations for them, which are equally important to measure (see table below).

Table 6. Four levels of evaluation training

Most training evaluation models today are based on the Kirkpatrick four-level model, described in the table below. Level 1 gauges participant satisfaction and the other three evaluation levels correspond with stages in the results chain.

Level	Measures	Common Means of Verification
Level 1	Participant satisfaction	End-of-course participant questionnaires.
Level 2	Learning outputs	Posttests, sometimes as compared with pretests.
Level 3	Performance change outcomes	Multiple, including observation, interviews and surveys of participants, colleagues, and supervisors.
Level 4	Organizational impact/results	Multiple, including comparisons with baseline organizational performance measures, surveys, and interviews with key informants.

Annex 12 illustrates a checklist that could be useful to inform the development of training activities.

- Develop SMART and gender-sensitive indicators and develop data collection tools that can actually facilitate the attribution, to the possible extent, to the activities of the project. If developing a baseline and endline survey to measure outcome level indicators (i.e. changes in the youth perception about interacting with people from other ethnic groups), then the participants should be the people who benefited directly from the intervention so that the possible changes in perception could be potentially attributable to the activities of the project (the project's assumptions could be tested and evaluated properly);
- Develop specific tools or mechanisms to be able to capture the catalytic role of the project. In that sense, it is recommended to use qualitative methodologies such as the 'outcome mapping' approach that empowers beneficiaries to collect the data themselves also by showing the changes in the behavior they are observing;
- Develop a M&E system that strikes a balance between setting up very specific objectives but that allows for flexibility on how to achieve them.[152] This involves the possibility to keep the RF/logframe but to give flexibility to the Country Office to: a) develop their own action plan that can be adapted during implementation; b) consider the possibility to change objectives in the logframe, if need be; c) allow for budget flexibility;
- When conducting joint programs, develop a unique M&E system/platform where all the data and information can be captured and analyzed (see the section on learning below)
- Concerning the reporting tools, it is recommended to
  o Add a section in the progress report for 'challenges and problems' and how the project has or is addressing them;
  o Clarify the disbursement rate of the project and integrate the budget figures (i.e. budget planned VS disbursed) into the progress reports;
  o Add weekly (or bi-weekly) reports for the coordination team to fill in regularly with a standard template that should be related to the action plan based on the logframe (see below)
- Ensure that M&E systems are informed by a solid and updated gender analysis either researched by the project itself or using existing analyses. Ensure that all impact, outcome, and output indicators, baselines, and targets are disaggregated by gender. Additionally, ensure that indicators capture intersectional aspects as well (for instance, how many women, how many women with disabilities, how many women from non-majority communities benefited from a certain action, etc).

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[152] For inspiration, see the "search framework" from Harvard University, the Objectives and Key Results from Google or the Rapid ResultsApproach

7. ***To develop, possibly, a "learning system" for future similar peacebuilding projects***

Beyond M&E, the objective of future peacebuilding projects should be for participating stakeholders to learn as much as possible from each other. This evaluation proposes the following elements for the project to develop a system around learning (which will be related to the M&E framework described above). The importance of developing a learning platform should not be underestimated as there is frequent turnover at UN and local institution level with the risk of losing institutional knowledge – a learning system could be a potential solution to that.

There are two needed steps to be considered to develop a learning system: 1) storing all the information in one repository, and 2) organize, analyze and share the info to the internal and external beneficiaries. A learning system will be essential to enhance project performance by collecting information, analyzing and sharing it and getting some feedback on it. The learning system may be implemented through a common platform that will capture and organize all the knowledge produced by the project so that all the stakeholders will have easy access to it. The platform is intended to be an intelligent infrastructure that rationalizes, organizes, and sustains significant data and information and that is linked to a data repository.

Overall, building such a platform will at least improve the performance of the project. In particular, the platform will have the following benefits:
- Improved communication and access to information: Communication among stakeholders will be facilitated so as to have a continuous flow of information that is up-to-date and reliable. This will also facilitate transfer of knowledge among stakeholders (internal and external stakeholders) and in particular for newly recruited people and overall strengthen the socialization process.
- Improved monitoring: Monitoring the project and keeping track of its progress (or lack of it) will be facilitated by enabling stakeholders to access project information and provide feedback accordingly;
- Improved performance: A feedback mechanism will make sure that the project is on track and that stakeholders provide timely reactions regarding its implementation;
- Increased visibility: the project will have a greater visibility among citizens in the country and they will be better able to understand what the project has achieved so far;
- Increased trust: Improved communication and increased visibility of the project will contribute to increasing trust among stakeholders, above all, between the citizens and institutions.

Suggested actions:
- UNKT discuss the possibility to develop such a learning platform when developing new peacebuilding interventions;
- UNKT discuss the possibility to not only include the UN, the local institutions and the citizens into the platform but also other strategic partners such as the EU, OSCE, Council of Europe.

8. ***To develop a communication strategy that is effective and use easy-to-understand terminology***

Related to the issue of the clarity of the objectives, the cohesion of the project, and the use of terminology, it is recommended to develop a communication strategy that can clarify the messages to be made public and disseminated widely with direct stakeholders and the public.

Operational recommendations:
- The communication strategy should be developed by the project team in close discussions with direct beneficiaries and institutional stakeholders. It should set the tone for all future program activities and should serve as a guide to program implementation, including related to the terminology used. The strategy should be finalized using internal or external gender expertise, to ensure that communication efforts are gender sensitive and serve the different outreach needs of women, men, girls, and boys from different backgrounds. The strategy should include several elements including a rapid summary of the context analysis, a discussion on the potential beneficiaries, the program goals and main activities, outline communication channels, and include an implementation, monitoring, and evaluation plan.

9. ***To better clarify the possible scenarios for governance set-up for joint programs and to select the most appropriate one***

As PBF primarily funds joint UN proposals it is recommended to build on the experiences of joint programming to learn more about the governance structures that they used.

Suggested actions:
- Carry out an in-depth analysis of the different joint programs in Kosovo (and the Western Balkans region) with a different set-up so as to compare them so as to verify as well as the advantages and disadvantages of the different models;
- Possibly reflect on delegating the coordination to the UNDC office so that agencies could only concentrate on programming and implementation.

10. ***To engage with Kosovo authorities at central and local level and ensure that they are part of the sustainability strategy of future peacebuilding projects***

Ownership from central and local authorities is key to sustainability for peacebuilding projects. It is recommended that the new project be developed with the local institutions and in line with their strategies, action plans and key priorities (i.e. new strategy of the Ministry of Youth).

Suggested actions:
- When developing new peacebuilding operations, UNKT needs to ensure that institutions and key stakeholders are part of the sustainability strategy so that they can follow up on project activities, integrate tools and approaches that the project might develop, etc. For example, institutions and the projects that will build on the project should work together to ensure that the innovative approach from UPSHIFT is integrated into the education curricula to better equip youth with 21st century skills (digital literacy, collaboration, problem-solving, and critical thinking). With the same token, institutions should ensure that more opportunities for joint activities between youth of different ethnic backgrounds are developed in or outside schools.

VI. Annexes

Annex 1. Terms of Reference

II. Background Information

The "Empowering Youth for a Peaceful, Prosperous, and Sustainable Future in Kosovo" (EYPPSFK) project, funded by the UN Secretary-General's Peacebuilding Fund within the Immediate Response Facility (IRF), is an 27-month joint initiative implemented by UNDP-UNV, UNICEF and UN Women, under the strategic guidance of the UN Development Coordinator in Kosovo. The project directly engages positive influencers of a shared future, namely young women and men from communities divided by perpetuation of conflict dynamics, and who have been under- represented in leadership to work together on issues of shared interest and concern and become more active changemakers who will catalyze peace and trust-building efforts in Kosovo.

Building upon the success of existing youth-led initiatives in Kosovo supported by United Nations and its partners and stakeholders such as Ministry of Local Government Administration, Ministry of Culture Youth and Sports, Agency for Gender Equality, Employment Agency, Peer Education network (PEN), NGO Domovik, Kosovo Women Networkd (KWN) this project is also an effort to catalyze the United Nations trust-building framework for Kosovo. In doing so, the project focused on establishing and consolidating a "habit" of cooperation, providi ng empirical challenge to divisive narratives. The project is time-sensitive and has targeted the rising dissatisfaction, frustration and anxiety that results from stalled political process and a noted increase in community-level distrust in public institutions in both majority and non-majority communities. Moreover, the project was innovative and human-centered because it focused on direct community mobilization and facilitated cooperation between people and institutions. Its modular design allowed for easy scale-up, and where appropriate replication across different geographical target areas. Finally, the project was catalytic, because it empowered participants to become advocates for positive change in their communities.

The peacebuilding outcome of this project was that the influence of conflict narratives and prejudice has decreased through improved social cohesion resulting from local populations working together and with local institutions on contemporary issues of shared interest to jointly develop solutions for a common future. The joint project will implement activities under three core outputs:

Output 1: Young women and men from communities polarized in the current political environment have established the practice of jointly addressing issues of shared interest and concern.
Output 2: Trust in public institutions/service providers and confidence in gaining employment opportunities has improved through direct engagement based on responsive, transparent and participatory interaction.
Output 3: Leadership capacity and influence of women and young girls to engage in peacebuilding has been increased.

III. Objective of the Assignment

The objective of the assignment is to conduct a final evaluation of the project outomce in terms of their Relevance, Impact, Effectiveness, Efficiency, Sustainability, Gender, and show the degree to which such progress may or may not have contributed to addressing a relevant conflict factors and provide peacebuilding recommendations for future programming with a similar outcome. The evaluation should enable the implementing agencies (UNDP-UNV, UNICEF, UN WOMEN) in Kosovo, the PBSO and other stakeholders to draw peacebuilding lessons from the evaluation for future similar undertakings as well as highlight areas where the project performed less effectivelythan anticipated. Furthermore, the recommendations originated from this evaluation shouldinform the social cohesion and youth programming in Kosovo.

IV. Scope of Work and Evaluation Questions

In order to achieve the above objective, the main tasks of the International Consultant include:

Desk Review Phase; - Conduct a review of relevant project-related documents and draft and submit an *inception report and* the interview questionnaire. The inception report must be approved by both the evaluation manager and the PBSO prior tocommencement of data collection in the field. The inception has to have the following key elements:

- Overall approach and methodology
- Key lines of inquiry and interview protocol
- Data collection tools and mechanisms
- Proposed list of interviewees
- A work plan and timelines to be agreed with relevant PBF focal points

The Inception Report should also include a list of key risks, limitations and risk management strategies for the evaluation, particularly under the constraints presented by the COVID-19 pandemic. The inception report should make clear how it will reach project beneficiaries in the 15 selected municipalities.

Field Visit (virtual format); - Undertake interviews with relevant stakeholders such as Ministry of

Local Government Administration; Ministry of Culture Youth and Sports; Agency for Gender Equality; Employment Agency/Employment Offices, and project beneficiaries in the 15 selected municipalities in Prishtinë/Priština and Mitrovicë/Mitrovica regions. The full list will be shared with the Consultant once the agreement is signed. The consultant will gather data for the first draft of the evaluation report.

Draft Report; - Prepare a draft evaluation report and submit it to the Joint Project Coordination Team for feedback. The draft evaluation report must include, but not necessarily be limited to, the following:

- Title and opening pages (1 page);

- Table of contents (1 page);

- List of acronyms and abbreviations (1 page);

- Executive summary (max 1.5 page);

- Introduction (1 page);

- Description of the intervention (2 pages);

- Evaluation scope and objectives (max 2 pages);

- Evaluation methodology (max 2 pages);

- Data analysis (max 7 pages);

- Findings and conclusions (2 pages);

- Recommendations (4-5 pages);

- Report annexes.

Final report - Based on the draft report and the comments provided by UNDP-UNV, UNICEF, UN Women, and PBSO, the evaluator will produce a final report. The final report provides the complete content of the report as per the main outline proposed above. Upon completion, the Joint Coordination Team will ensure that no further comments are pending from either agencies, PBSO or stakeholders.

Relevant evaluation criteria	Key questions suggested
RELEVANCE	• To what extent was the project design based on an updated conflict anlayisis?
	• How relevant and clear the project's targeting strategy was in terms of geographic and beneficiary targeting?
	• To what extent did the project respond to urgent funding needs and/or peace relevant gaps?
	• What was the relevance of the proposed 'theory of change' for the advancement of social cohesion in Kosovo?
	• To what extent did the project help address conflict narratives and prejudice in Kosovo?
	• To what extent is the project relevant for its main beneficiaries?
	• How well did the project communicate on its implementation and results?
	• How relevant were the designed activities to improve trust among young population, strengthen inter-community exchanges, build habits of cooperation among youth from different backgrounds, increase trust in public

	• institutions/service providers, and build leadership capacities and influence of young women in peace-building initiatives?	
	• Were the communication messages and strategies relevant and accessible to the target population?	
EFFICIENCY	• How efficient and clear the project's targeting strategy was in terms of geographic and beneficiary targeting?	
	• To what extent did the project ensure synergies within different programs of UN agencies and other implementing organizations and donor with the same portfolio?	
	• To what extent did project support achieve the results in its proposed timeline?	
	• How fast and responsive has the project been to supporting trust-building priorities in Kosovo?	
	• Have all implementing partners used human resources provisioned for this project to their maximum efficiency?	
	• How effective was the cooperation among supporting and implementing partners?	
	• How well did the project collect and use data to monitor results? How timely was data collection?	
	• How timely did it communicate with stakeholders and project beneficiaries on its progress?	
	• What challenges arose during implementation, and how did the Jo Project Coordination Team respond to these challenges and to what effect?	
	• Overall, did the project provide value for money? Have resources been used efficiently?	
EFFECTIVENESS	• To what extent did the project achieve its intended objectives?	
	• Was PBF funding used to leverage political windows of opportunity for engagement?	
	• What changes, intended or unintended, have occurred in the target population?	
	• What challenges arose during implementation, and how did the Jo Project Coordination Team respond to these challenges and to wha effect?	
	• How effective and clear the project's targeting strategy was in term of geographic and beneficiary targeting?	
	• To what extent did the project complement work with different agencies, have a strategic coherence of approach?	
	• How novel or innovative was the project approach? Can lessons be drawn to inform similar approaches elsewhere?	
SUSTAINABILITY /OWNERSHIP	• How novel or innovative was the project approach? Can lessons be drawn to inform similar approaches elsewhere?	
	• To what extent are the achieved peacebuilding results likely to sustain over time?	
	• What are the factors that enable or impede the sustainability of th results?	e
	• Assess what peacebuilding activities can be sustained and describe in which ways.	
	• What, if any, catalytic effects did the project have in Kosovo (financial and non-financial)?	
	• How strong the commitment of the institutions of government and other stakeholders is to sustain the results of the project?	
	• Have the ownership of actions and impact been transferred to the	

	• corresponding stakeholders?		
	• Do beneficiaries have the capacity to take over the results of the project and maintain and further develop the results?		
IMPACT	• To what extent did the project impact the target population and how?		
	• Has the initiative established and consolidated a "habit" of cooperation, providing empirical challenge to divisive narrative among youth.		
	• What has been the positive and negative, intended and unintended long-term effects of this project?	,	
	• To what extent did the project contribute to overcome divisive narratives in Kosovo?		
	• To what extent and through which means did the project empower youth from different communities of Kosovo to overcome divisive narratives and jointly build a shared future?		
GENDER	• To what extent were gender considerations mainstreamed throughout the project? Was gender mainstreaming underpinned by appropriate budget allocations specific to GEWE?		
	• To what extent did the project support the engagement of women trust-building efforts and overall gender-responsive peace-building	in ?	
	• To what extent did the project help address women's involvement peace building & promotion of social cohesiveness and decision- making processes to strengthen trust-building and social cohesiveness in Kosovo?	in	
	• What efforts were made within the project to ensure gender equality and women participation across the implemented activities? Within data collection and monitoring?		

KEY RECOMMENDATIONS

The evaluation should provide an overview of key peacebuilding recommendations that are appropriately trailored to specific actors. They should be articulated clearly so that they can be used for any future programming needs. The following should be included:

- The key actors to whom the recommendation is targeted;
- The main programming factors of success;
- The main programming challenges and gaps;
- The main implementation factors of success;
- The main implementation challenges;
- The main gaps and challenges and ways to address them.

CONSIDERATIONS

- The evaluator is responsible for refining the evaluation methodology, evaluation questions, carrying out the evaluation and delivering to the Joint Project Coordinator a draft report and a final report. The response to the questions listed above should be followed by specific short and long term recommendations.
- These analyses must be conducted for each output and for the overall project.
- Key stakeholders, those involved in the implementation, project beneficiaries and the users of the evaluation should be involved in the evaluation process.
- Appropriate tools and practices to be adopted to overcome limitations for primary data collection within a COVID-19 context.

V. Methodology and Evaluation Ethics

The consultant may employ any relevant and appropriate quantitative or qualitative methods it deems appropriate to conduct the project final evaluation. Methods should include: desk review of documents; interviews with stakeholders, partners, and beneficiaries; (virtual) field visits; use of questionnaires or surveys, etc. However, a combination of primary and secondary, as well as qualitative and quantitative data should be used. The consultant is expected to revise the methodological approach in consultation with key stakeholders as necessary and should present both quantitative data and qualitative findings and data.

The consultant is expected to hold interviews and meetings with relevant staff of the JointCoordination Team and implementing agencies, municipal officials, partners, and beneficiaries.

The consultant is expected to share the list of interview questions and interviewees to be conducted beforehand and receive feedback and clearance from UNDP.

Considering COVID-19 pandemic challenges and constraints, especially when field missions are restricted, the consultant is expected to utilise remote data collection methods and ensure that a robust and utilization-focused methodology is implemented.

The suggested methodology should be compatible with the OECD DAC evaluation criteria andUNDG Guidance. http://www.oecd.org/dac/conflict-fragility- resilience/publications/4312151e.pdf

The final evaluation will be conducted in accordance with the principles outlined in the UNEG '*Ethical Guidelines for Evaluation.'*The International Consultant must address any critical issues inthe design and implementation of the evaluation, including evaluation ethics and procedures tosafeguard the rights and confidentiality of information providers; for example: measures toensure compliance with legal codes governing areas such as provisions to collect and report data,particularly permissions needed to interview or obtain information about children and youngpeople; provisions to store and maintain the security of collected information; and protocols toensure anonymity and confidentiality.

VI. Expected Results	Number of days	Tentative due dates (2019):	Approval by:
Methodology and desk review of relevant project documents to produce the InceptionReport	10 Days	30 January 2021	Joint Project Coordinator
(Virtual) field visits, meetings and interviews are conducted, to gather data for the 1st Draft Evaluation Report	10 Days	13 February 2021	Joint Project Coordinator
Elaboration of the Draft Evaluation Report including the above mentioned elements.	13 Days	28 February 2021	Joint Project Coordinator
Elaboration of the Final Evaluation Report incorporating the feedbacks provided by Joint Coordination Team, PBSO and stakeholders.	4 Days	19 March 2021	UNDP and PBSO

VII. Deliverables / Final Products Expected
INCEPTION REPORT AND INTERVIEW QUESTIONNAREDRAFT EVALUATION FINAL EVALUATION

Annex 2: Bibliography

Project documentation

- United Nations Kosovo Team, Project Document for "Empowering Youth for a Peaceful, Prosperous, and Sustainable Future"
- United Nations Kosovo Team, Project Summary of "Empowering Youth for a Peaceful, Prosperous, and Sustainable Future" project.
- United Nations Kosovo Team, Project Validation Workshop of "Empowering Youth for a Peaceful, Prosperous, and Sustainable Future" project.
- United Nations Kosovo Team, Final Narrative Report of ""Empowering Youth for a Peaceful, Prosperous, and Sustainable Future" project.
- Review of event pictures, attendance sheets, agendas and communication products for workshops held.
- Review of budget documents
- Gender disaggregated data on "Ponder" Interns
- Gender disaggregated data on interns at the local level

Project Workplan

- Joint Project Workplan
- UN Kosovo Team, Document highlighting project approaches to adjust to Covid19, 2020
- UN Kosovo Team, Project Communication Strategy
- UN Kosovo Team, Project Factsheet
- All meeting minutes and meeting summary notes from Steering Committee meetings

Monitoring and Evaluation

- Project Monitoring and Evaluation Framework
- All project progress reports
- All project semi annual and annual reports
- A summary of youth led peacebuilding and advocacy campaigns
- UN Kosovo Team, Indicator Based Performance Assessment framework,
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Documents on peacebuilding and conflict analysis

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Annex 3: Evaluation Matrix

Evaluation Questions/ Sub-questions	Judgment criteria	Data collection methods & sources	Data analysis
Relevance 1. **How relevant was PBF in addressing the main drivers of the conflict, the real needs of its target groups as well as the national and donor priorities in Kosovo?**			
1.1 To what extent was the design of the project appropriate for achieving the desired objectives?	• The project design is based on an updated conflict analysis – it addresses clearly some of the key drivers of the conflict • The project design reflects on the evidence on what works in peacebuilding • The project is developed on a sound TOC – the hierarchy of results are clear and the related assumptions are based on evidence • The project design is based on an updated gender analysis • Literature on peacebuilding shows that youth and women are key actors for peacebuilding interventions • Participants perceive the project as relevant for their needs • The project team conducted participatory workshops to develop the project	• Desk review of documents • Review of Theory of change • Review of peacebuilding literature • Interviews and FGDs with project participants and beneficiaries • Review of the project document	• Qualitative and content analysis • Comparison between project TOC and good practices • Qualitative and content analysis

1.2 To what extent was the project based on a sound understanding of the different needs of young women and men?	• The selection process is based on a sound understanding on the interethnic tensions in Kosovo and on strategic criteria • Strategic selection is based on good practices on peacebuilding on what works and what doesn't (project documents reflects this analysis) • Geographic location selection is done based on the conflict analysis		• Qualitative and content analysis
		• Interviews and FGDs with project participants and beneficiaries • Review of the project documents (selection criteria) • Review of peacebuilding literature	
1.3 To what extent was the project approach strategic in targeting ethnic groups and non-majority communities (also in terms of geographic areas)?	• Project is perceived to be innovative and based on a human-centered approach • The project document clearly articulates the added value of its approach in comparison to similar project		• Comparative analysis • Interviews feedback analysis
	• Project document mentions how its design is aligned with relevant institutions policy objectives • Project document mentions how its design is aligned with UN strategic document for Kosovo	• Review of the project • Interviews and FGDs	• Document qualitative analysis

	• The project objectives are aligned with the main mandate of the PBF and in line with its strategy		
1.4 To what extent was the project design innovative?		• Review of the project • Review of UN documents • Review of PBF main strategic document	
1.5 How aligned were project's activities and objectives with institutions policies and priorities?			

Coherence

2. To what extent was PBF developed and implemented in synergy with UN implementing agency interventions and with interventions implemented by other partners and donors?

2.1Internal coherence - To what extent was PBF developed and implemented in synergy with UN implementing agency interventions?	• The design of the project was done in coordination and synergy with complementary interventions implemented by UNDP, UN WOMEN , and UNICEF • The project document articulates the synergy with complementary projects • The implementation of the project was conducted in synergy with complementary interventions implemented by UNDP, UN WOMEN , and UNICEF • Evidence of project team being in contact with teams developing complementary interventions	• Review of the project document • Review of the progress report • Interviews	• Qualitative analysis

	• Project team made changes to project activities during implementation to be in synergy with complementary interventions		
2.2 External coherence - To what extent was PBF developed and implemented in synergy with interventions implemented by other partners and donors?	• The design of the project was done in coordination and synergy with complementary interventions implemented by partner organizations • The project document articulates the synergy with complementary projects by partner organizations • The implementation of the project was conducted in synergy with complementary interventions implemented by implemented by partner organizations • Perception of the PBF as being effective at building partnership	• Review of the project document • Review of the progress report • Interviews	• Qualitative analysis

Effectiveness

3. To what extent did the PBF achieved the explicit and tacit objectives?

3.1 To what extent have the project's results (outputs and outcomes) been achieved?	• Evidence shows that targets are met at the output level
	• Evidence shows that objectives are met at outcome level:
	   ○ learning outcomes (i.e. increased confidence) from training and workshops are proven;
	   ○ shifts in individual attitudes are proven;
	   ○ examples of behavior changes or actions undertaken are available
	   ○ examples of empowering women in decision-making process are available
	• Causal linkages in the reconstructed TOC are verified by project results
		• Review of Project document, reports, logframe
		• Review of pre and post workshop questionnaire
		• Project monitoring data surveys
		• Online survey
		• Interviews
			• Analysis of results data against project logframe (quantitative analysis)
			• Analysis of survey questionnaire against interviews and FGD (quantitative analysis)
			• Contribution analysis
			• Verification of the validity of the TOC main linkages against project results
			• Assessment of the results through the Reflecting On Peace Practice (RPP) Matrix Plus

3.2 How effective was the PBF project to empower non-majority communities/ marginalized groups?	• Evidence of engagement of marginalized groups in project activities (design and implementation) • Evidence of concrete benefits and results coming out of the project for those groups	• Interviews and FGD • Project reports	• Analysis of interviews and FGDs • Content analysis of documentation
How effective was the project to also mainstream gender activities in its activities?	• Evidence of gender disaggregated indicators at all levels of the intervention. • Evidence of engagement of women and girls in the design and implementation of all project activities, beyond Output 3. • Evidence of engagement of women/girls, and gender equality in all activities beyond those related to Output 3.	• Review of Project document, reports, • Review of Logframe • Interviews and Focus Groups	• Gender analysis of project documents based on OECD DAC gender criteria. • Analysis of interviews and FGDs
Impact			

4. To what extent did the PBF has contributed to addressing key driving factors of conflict and building peace in Kosovo?			
• How well has the project contributed to building foundations for future peacebuilding in Kosovo?	• Evidence that project has addressed major factors of conflict • Evidence that the project 'model' (processes or approach) can be replicated in Kosovo to address drivers of conflict	• Interviews	• Analysis of interviews • Qualitative assessment • Assessment of the results through the Reflecting On Peace Practice (RPP) Matrix Plus
• Have there been unintended positive or negative results?	• Evidence of positive spillovers • Evidence of unintended negative results	• Interviews • Review of documentation	• Analysis of interviews and documentation
Efficiency **5. How efficient was PBF in using its resources to achieve its objectives?**			
5.1 Have funds and activities related to the selected initiatives been delivered in a timely and resource appropriate manner?	• % activities that have been planned and completed on time • % of budget that has been disbursed VS timeline	• Review of project workplan, budgets and reports • Interviews	• Quantitative analysis of the information
5.2 To what extent was the governance set-up appropriate to achieve results in terms of: • Guidance from the Steering Committee? • Cooperation among supporting and implementing partners?	• UN agencies perceive Joint Steering Committee to have provided clear guidance; • Level of cooperation and communication among agencies is appropriate - project documents clearly articulate who does what; UN agencies perceive this to be the case; • Governance and organizational arrangements are based on comparative advantage of each UN agency	• Minutes of Joint Project Committee • Interviews with Agencies	• Content analysis • Qualitative assessment of the interviews

To what extent was PBF able to respond to unexcepted challenges, such as COVID-19?	• Evidence that the project adapted to obstacles and challenges • Level of flexibility in budget and agenda of activities	• Review of progress reports • Interviews	• Content analysis • Qualitative assessment of the interviews
Sustainability **6. How sustainable are the results of PBF?**			
• To what extent are initiatives supported by PBF likely to be sustained over time?	• Evidence and examples of activities that are being implemented/have been implemented without support from project • Evidence and examples of spill-over effects or replication of project activities in other geographical areas or sector	• Review of project documentation • FGDs • Interviews	• Content analysis • Qualitative assessment of the interviews
6.2 Extent to which PBF project has addressed obstacles that can impede the sustainability of the results?	• Evidence that PBF has identified and addressed some sustainability obstacles	• Review of project documentation • Interviews	• Content analysis • Qualitative assessment of the interviews
Gender			
To what extent and how effectively did the project mainstream gender in all its activities for the 3 outputs?	• Evidence of gender disaggregated indicators at all levels of the intervention. • Evidence of engagement of women and girls in the design and implementation of all project activities, beyond Output 3. Evidence of engagement of women/girls, and gender equality in all activities beyond those related to Output 3.	• Review of Project document, reports, • Review of Logframe Interviews and Focus Groups	• Gender analysis of project documents based on OECD DAC gender criteria. Analysis of interviews and FGDs

To what extent were commitments made to gender equality in the project document realized in practice?	• % activities and outputs on gender equality that have been planned and completed on time • Evidence shows that targets on gender equality are met at the output level • Evidence shows that objectives on gender equality are met at outcome level:	• Review of Project document, reports, • Review of Logframe Interviews and Focus Groups	• Gender analysis of project documents based on OECD DAC gender criteria. Analysis of interviews and FGDs
To what extent did women and girls benefit equally from all 3 outputs?	• Evidence of engagement of women and girls in all project activities (beyond those specific to Output3) • Evidence of concrete benefits and results coming out of the project for women and girls from diverse backgrounds.	• Review of Project document, reports, • Review of Logframe Interviews and Focus Groups	• Gender analysis of project documents based on OECD DAC gender criteria. Analysis of interviews and FGDs

Annex 4: Key Informant Interviews and Focus Groups

Key Informant Interviews

Name and Position	Institution/Organization/Agency
Ulrika Richardson, Development Coordinator, Chair of Steering Committee	UNDCO
Maria Suokko, Resident Representative	UNDP
Cornelia Schneider, Senior Development Coordination Officer	UNDCO
Ferdinand Nikolla, Joint Project Coordinator	UNDP
Dejan Antic, Project Officer	UNDP
Marius Calu, Chief Technical Advisor	UNDP
Blerim Azizi, UNV Coordinator	UNV
Edi Gusia, Head of Agency	Agency for Gender Equality
Hana Ilazi, Project Coordinator	Peer Education Network
Murat Sahin, Head of Office	UNICEF
Timur Ramiqi, Adolescent Development Officer	UNICEF
Petrit Tahiri, Project Manager	Kosovo Education Center
Remzije Istrefi, former head of Center	Transitional Justice Resource Center
Rozafa Kelmendi, Project Manager	UN Women
Svetlana Jevtic, Programme Coordinator	NGO Domovik
Svetlana Rakic, Programme Coordinator	IOM
Vesa Bala, Programme Manager	Association of Journalists
Vlora Nushi, Head of Office	UN Women
Zana Rudi, Programme Manager	Kosovo Women's Network

Focus Groups conducted[153]

Focus Group with students who attended Transitional Justice Resource Center Lectures
Focus Group with UN Community Volunteers who were placed in institution's/organizations
Focus Group with young women and men who participated in UPSHIFT
Focus Group with young women and men who participated in PONDER
Focus Group with young women and men who participated in Podium
Focus Group with teachers who participated in the peer meditation activity under output 1
Focus Group with young women who participated in the mentorship initiative under output 3

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[153] The FGD with 7 participants of Advocacy bootcamp was organized, yet the participants finally did not join the zoom call. Therefore, the meeting was cancelled

Annex 5: Interview Guides

Introductory notes
- The following guiding questions were mainly used for semi-structured interviews with participating agencies' staff and partners;
- The questions provided below have served as a menu. Only relevant questions were used in each interview, depending on the experience, involvement of the interviewee in each of the initiatives selected as well as the quality of the discussion with the interviewees. Questions were adapted along the way based on information provided from interviewees.

Steps
- Introduction of evaluators and interviewee;
- Introduction of the interview purpose;
- Obtain the consent of the interviewee;
- Question and answer.

Guiding Questions

For international organizations
- Tell me about your role and involvement in the PBF project?
- What do you think have been some of the key successes and challenges for PBF project in terms of the design, implementation and results of the program?
- To your appraisal was the project developed based on each UN agency's comparative advantage?
- To what extent was the project design based on an updated conflict analysis? What were the main drivers of conflict that have been integrated into the project design that the project was supposed to address?
- To what extent was the project design based on an updated gender analysis?
- To what extent was the project design innovative and based on human-centered design?
- How was the targeting of ethnic groups and non-majority communities done?
- How was PBF project designed and implemented taking into considerations other similar initiatives in Kosovo (from UN and other partners)?
- (If not answered previously) To your appraisal, what have been the most important results of the project? Empowering youth (can you give me examples of that)? Strengthening the capacity and influence on women (can you give me examples of that)?
- What do you think has been the impact on the project on peacebuilding in the country?
- Have the funds and activities of PBF project been delivered in a timely manner? If not, what were the bottlenecks encountered? How were they addressed?
- To your appraisal, how solid was the guidance from the Steering Committee, and the cooperation among supporting and implementing partners?
- What are the measures being developed to institutionalize/formalize the results of the project?
- Are there any examples of spill-over effects or replication of project activities in other geographical areas or sector?

For implementing partners
- Tell me about your role and involvement in the PBF project?
- What do you think have been some of the key successes and challenges for PBF project in terms of the design, implementation and results of the program?
- To your appraisal was the project developed based on each UN agency's comparative advantage?
- To what extent was the project design based on an updated conflict analysis? What were the main drivers of conflict that have been integrated into the project design that the project was supposed to address?

- To what extent was the project design based on an updated gender analysis?
- To what extent was the project design innovative and based on human-centered design?
- How was the targeting of ethnic groups and non-majority communities done?
- Do you think PBF was designed and implemented taking into considerations other similar initiatives in Kosovo (from UN and other partners)?
- (If not answered previously) To your appraisal, what have been the most important results of the project? Empowering youth (can you give me examples of that)? Strengthening the capacity and influence on women (can you give me examples of that)?
- What do you think has been the impact on the project on peacebuilding in the country?
- To your appraisal, how was the cooperation and collaboration with the leading UN agency?
- What are the measures being developed to institutionalize/formalize the results of the project?
- Are there any examples of spill-over effects or replication of project activities in other geographical areas or sector?

For institutions (central[154] and local)
- Tell me about your role and involvement in the PBF project?
- What do you think have been some of the key successes and challenges for PBF project in terms of the design, implementation and results of the program?
- To your appraisal, what are the main objectives of the initiative?
- Was the initiative relevant to your needs? Why?
- If you work in the institutions, why do you think it is important to engage more with youth?
- Overall, for the trainings delivered to youth, what is your appraisal on the diagnostic, design, and delivery of them?
- To your appraisal, what have been the results of PBF project?
- Do you see any impact on peacebuilding in the wider context of Kosovo?
- To your appraisal, how is this program developing a system that can be sustainable over time? Are you institutionalizing something part of the program? Why? How?
- What are the possible recommendations to enhance youth participation in institutions decision-making? And for peacebuilding?
- What are the recommendations to lower discrimination on non-majority communities for job search/participation in decision-making process?

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[154] The attention will probably be placed to reach out to municipal institutions

Annex 6: Description of the FGDs: objectives and structure

Output 1.1: Young women and men from communities polarized in the current political environment have established the practice of jointly addressing issues of shared interest and concern.

Focus Group Discussion # 1 with 7 UPSHIFT participants (Activity 1.1.1) from the target municipalities that participated in 4 cycles of UPSHIFT to speak about the project results in regard to getting equipped with 21st century skills such as social innovation and entrepreneurship and building bridges between various community groups by promoting dialogue and fostering trust. The FGD participants will be from different UPSHIFT cycles and will represent diverse locations, ethnicity, and gender.

Focus Group Discussion # 2 with 7 Podium participants (Activity 1.1.2) from the target municipalities that participated in 4 cycles of Podium to speak about the project results in regard to getting equipped with 21st century skills such as social change and advocacy and building bridges between various community groups by promoting dialogue and fostering trust. The FGD participants will be from different Podium cycles and will represent diverse locations, ethnicity, and gender.

Focus Group Discussion # 3 with 7 Ponder participants (Activity 1.1.3) from the target municipalities that participated in 4 cycles of Ponder to speak about the project results in regard to getting equipped with 21st century skills such as media literacy and critical thinking and building bridges between various community groups by promoting dialogue and fostering trust. The FGD participants will be from different Ponder cycles and will represent diverse locations, ethnicity, and gender.

Focus Group Discussion # 4 with 7 teachers (Activity 1.1.5) from the target municipalities that participated in the conflict resolution teacher training programme to speak about the project results and knowledge gained on conflict resolution methodology, conflict transformation, peer mediation and building bridges between various community groups by promoting dialogue and fostering trust. The FGD participants will represent diverse locations, ethnicity, and gender.

Output 1.2: Trust in public institutions/service providers and confidence in gaining employment opportunities has improved through direct engagement based on responsive, transparent and participatory interaction.

Focus Group Discussion # 5 with 7 - 9 UN Community Volunteers (Activities 1.2.1, 1.2.2) from the target municipalities that were deployed within Employment Offices and Local and International Organizations to speak about the project results in regards to confidence in gaining employment opportunities and building bridges between various community groups by promoting dialogue and fostering trust. The FGD participants will represent diverse locations, ethnicity and gender.

Output 1.3: Leadership capacity and influence of women and young girls to engage in peacebuilding has been increased.

Focus Group Discussion # 6 with 7 students that have participated in the lectures and other activities with University of Pristina focusing on different aspects in relation to Youth Peace and Security and the Women, Peace and Security Agenda and its meaning and implementation. Participants will be students that have participated in lectures and discussions organized at University of Pristina, jointly with the Transitional Justice Resource; participants of international conference: "The Role of Universities in Educating for Peace"; as well as students from the study visit in the US aiming to enhance possibilities for further cooperation between the universities.

Focus Group Discussion # 7 with 7 participants of Advocacy bootcamp held in August 2019, aimed to equip young women with new and further developing existing skills and strategies with the assistance from experts in related fields to effectively advocate for their needs increases their influence in decision-making. Young women from different communities and municipalities, selected through an open application process came together, that in groups could identify issues of joint concern related to women's empowerment. Through the engagement of professional thematic experts, the participants where provided with the necessary skills and strategies in relation to advocacy, such as effective communication, presentation, and public speaking, as well as proposal writing.

Focus Group Discussion # 8 with the 7 young women mentees who have directly benefited from the project (Activities 1.3.8; 1.3.9) and which has engaged prominent women from the private and public sphere to mentor 7 young women to become future successful leaders. The young women have gaining practical experience and knowledge on different thematic areas, including governance, human rights, legal matters, business sector and civic activism helping them to become agents of change in their local communities. In particular, these young women beneficiaries of this activity have been trained on communication, leadership and social entrepreneurship and have been supported to develop and implement practical project initiatives in their local communities on issues related to education, career development and improving communication and relationship among youth from the region.

Annex 7: Progress Table

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Status (Exceeded, Achieved, Partly Achieved, Not Achieved)
Outcome 1: **The influence of conflict narratives and prejudice has decreased through improved social cohesion resulting from local populations working together and with local institutions on contemporary issues of shared interest to jointly develop solutions for a common future.**	**Indicator 1.a:** Opinions of youth regarding the state of inter-ethnic relations between communities in Kosovo	27% think that interethnic relations are tense, and that this situation will remain the same. 28% of respondents described these relations tense but, according to them, there were some improvements made during recent years. 16% described these relations tense but with considerable improvements. 10% think interethnic relations are not so tense; 7% of claim that these relations are not tense. (Public Pulse on Youth, 2018)	3 pp decrease in the first category.	After 27 months: 12 pp decrease in the first category.	15% think that interethnic relations are tense, and that this situation will remain the same. 21% of respondents described these relations tense but, according to them, there were some improvements made during recent years. 16% described these relations tense but with considerable improvements. 16% think interethnic relations are not so tense; 17% of claim that these relations are not tense at all. (Kosovo Youth Study, 2021)	Exceeded
	Indicator 1.b: % of young women and men who consider "having different ethnic groups participate in joint activities" as the best way to improve relations between communities.	25% (Public Pulse on Youth, 2018)	Increase by 10 pp by the end of the project.	After 27 months: 7 pp decrease.	18% (Kosovo Youth Study, 2021)	Not achieved[155]
Output 1.1: **Young women and men from communities polarized in the current political environment have established the practice of jointly addressing issues of shared interest and concern**	**Indicator 1.1.1** Number of young men and women who have benefited directly from peacebuilding interventions	0	Target: 3,140 young women and men (50% women)	After 27 months: 4,034 (56% young women and 38% non-majority communities)	4,034 (56% young women, 38% from non-majority communities) benefited directly from peacebuilding interventions;	Exceeded
	Indicator 1.1.2 Number of joint youth-led peacebuilding initiatives	0	154 initiatives	After 27 months: 154 initiatives	60 joint youth-led peacebuilding initiatives were implemented	Achieved

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[155] As is noted in the final report: The decrease in the score may be a consequence of many more respondents opting for 'increased tolerance and understanding for one another' as their top choice. In addition, the qualitative data from focus groups equally underlined that youth recognise the importance of joint activities. Equally, it should be noted the study was conducted at the end of 2020, and the context of the Covid-19 pandemic and the lack of face-to face activities might have also impacted responses.

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Status (Exceeded, Achieved, Partly Achieved, Not Achieved)
					30 advocacy products were developed; 32 initiatives on conflict resolution and 32 initiatives on peer mediation were implemented. The main themes addressed by adolescents and young people included interethnic dialogue through language courses, cultural and sport activities organized jointly for all communities, environment and climate change, health and wellbeing and gender equity. Number of participants: 773, girls 505, boys 268, non-majority communities 161, youth living with disabilities 36.	
	Indicator 1.1.3 % of young men and women who feel more prepared to get actively engaged in peace building community initiatives	60% across cohort	30% increase from baseline	After 27 months: 17 pp increase	77% of young men and women beneficiaries reported that they feel more prepared to get actively engaged in peace building community initiatives.	Partly achieved
Output 1.2: Trust in public institutions/service providers and confidence in gaining employment opportunities has improved through direct engagement based on responsive, transparent and participatory interaction	**Indicator 1.2.1** Number of youths engaged in communities in targeted localities through the UN Community Volunteers modality	0	80 youth (50% women). The 80 includes additional 20 new beneficiaries that will benefit with the no-cost extension of the project)	After 27 months: 75 (75 % women and 50% non-majority communities)	75 youth (75 % young women and 50% non-majority communities)	Partly achieved
	Indicator 1.2.2 Number of youths in target localities having developed near-market skills and employment/self-employment experience in collaboration with local public service providers	714 youth (383 (54%) men, 331 (46%) women) since 2015	255 (40% women). The 255 includes additional 105 new beneficiaries that will benefit with 9 months extension.	After 27 months: 259 youth (55% women)	259 youth (55% women) 105 new OJT beneficiaries with 3 months employment period 54% of the OJT beneficiaries are women 30% of the OJT beneficiaries are non-majority communities	Exceeded
	Indicator 1.2.3 Reach of the digital advocacy / awareness campaigns on peaceful Kosovo (Number of impressions on social media channels, and Number of photos and videos submitted by participating youth)	0	350,000 impressions reached, and 350 photos and 30 videos showcasing youth views on peaceful Kosovo submitted.	After 27 months: 265,501 post, 6 videos and 14 photo.	265,501 post impressions and 23,019 people interacted with the page of the campaign. 6 videos and 14 photos showcasing youth views	Partly achieved

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Status (Exceeded, Achieved, Partly Achieved, Not Achieved)
Output 1.3: Leadership capacity and influence of women and young girls to engage in peacebuilding has been increased	**Indicator 1.3.1** Number of municipal gender officers in target municipalities mobilized to strengthen the role and influence of women and girls in decision-making and peacebuilding	0	15 municipal gender officers	After 27 months: 34	34 municipal gender officers (including one northern municipality) participated in the initial workshop organized jointly with Agency for Gender Equality	Exceeded.[156]
	Indicator 1.3.2 Number of CSOs and women groups in selected municipalities have stronger capacities as peacebuilding actors	0	30	After 27 months: 37	37 CSOs and women groups with increased peacebuilding capacities. Two networking meetings held with women CSOs during which United Nations Security Council Resolution (UNSCR) 1325 on Women, Peace, and Security, the role of women in peace processes, and the importance of engaging more young women in these processes were discussed with KWN members' (37 women organisations) and one Kosovo Lobby for Gender Equality (KLGE) and Coalition for Equality meeting (30 participants) held; 19 grants awarded to 20 women's rights in strengthening their capacities as actors in women's empowerment	Exceeded
	Indicator 1.3.3 Number of women from target communities having received training on meaningful youth engagement in post-conflict setting/peacebuilding	0	150 women	After 27 months: 240 (20% non-majority communities)	240 (20% non-majority communities) women trained on meaningful youth engagement in peacebuilding.	Exceeded
	Indicator 1.3.4 Number of advocacy initiatives aimed at increased women's and youth's inclusion in peacebuilding, with young women peacebuilders with UN Women support	0	3	After 27 months: 10	10 completed advocacy initiatives to increase women's and youth's inclusion in peacebuilding with the support of UN Women.	Exceeded
	Indicator 1.3.5 a Existence of a guideline on the role of media as an instrument of peace and conflict prevention and gender-responsive reporting	No	Yes		Training workplan being implemented jointly with Association of Journalists of Kosovo and Association of Journalists of Serbia in Kosovo. Inputs from trainings are collected and	Achieved

[156] Action Modified: Due to Covid19 the activity was modified and workshops were recorded to ensure safety and longer-term sustainability. The workshops/lectures will be uploaded on an online platform on the website of the Agency where all Municipal Gender Equality Officers now and in the future will have access to them. Also, in coordination with Agency for Gender Equality (AGE) as the highest institutional mechanisms for gender equality, a new training module has been developed for all municipal gender officers, with specific guidance for officers in implementing Kosovo Gender Programme (2020 – 2024) with focus on young women and girls

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Status (Exceeded, Achieved, Partly Achieved, Not Achieved)
	Indicator 1.3.5 b Number of media representatives with increased knowledge on the role of media as an instrument of peace and conflict prevention and gender-responsive reporting	0	30 media representatives (50% women)	After 27 months: 70 media representatives (60% women)	will feed in the Guideline, to be finalized in 2020. 70 media representatives (60% women) Open call for the Journalism Award for Women's Empowerment (established by this project) was launched in October, to select best journalistic work of the past year by women journalist.	Exceeded
	Indicator 1.3.6 Number of students with enhanced knowledge on the role of women in peacebuilding	0	600 students (50% women)	After 27 months: 570 (55% women)	570 students (55% women) with enhanced knowledge on the role of women in peacebuilding.	Achieved
	Indicator 1.3.7 Number of young women having developed leadership skills through the mentoring program	0	Minimum 6 young women	After 27 months: 7	7 young women (mentees) selected (1 from non-majority community)	Exceeded

Annex 8: Evidence on Outputs, Intermediate Outcomes and Outcomes against the reconstructed TOC

Activity	Changes expected	Assumptions to be confirmed and tested
Output 1 (example): Workshops for youth from different ethnic groups working together	*Outcomes (long-term objectives* **Partly confirmed:** Shift in group behavior/actions - local population have established a 'habit' of working together Evidence: • Some testimonials from FGDs *Intermediate outcomes* **Confirmed:** Youth build their confidence, strengthen their skills and motivation and are more willing to work with youth from different ethnic groups Evidence: • testimonials • primary data from FGDs, online survey, KIIs *Outputs:* **Confirmed:** 4 UPSHIFT workshops on Social Change held with young women and men from different backgrounds • 4 Podium workshops on Youth Advocacy held with young women and men from different backgrounds • 4 Ponder workshops on Critical Literacy held with young women and men from different backgrounds • Organized youth media broadcast programme; • Organized teacher trainings on conflict resolution • Co-organized the third Annual UN Youth Assembly (in collaboration with UNMIK)	**Partly confirmed**: the expectation was that by working together and interacting among each other during the lifetime of the project youth would be more willing to 'break down stereotypes' as they will realize they have common problems and issues and that cooperating with other ethnic groups could also be an enriching experience for them. The expectation was also that youth will influence their community to establish a practice of jointly addressing issues of shared interest and concern. The evaluation found that the project did indeed create some spaces for youth to interct and that by doing that it showed youth the benefits of collaborating together as well as the fact that youth, no matter where thye come from share some issues and concerns. However, the project did not find any evidence of established forms of cooperation that could be one of the basis for youth to keep interacting with each other. Evidence: • Some testimonials from FGDs and KIIs
Output 2 (example) Training modules to strengthen the skills of	*Outcomes (long-term objectives* **Partly confirmed:** Increased trust in local institutions; Youth employed – new businesses created	**Partly confirmed:** the expectation was that by working with local institutions, youth will increase their confidence in those institutions as they might see them more willing to give youth

youth and gain experience	Evidence: - Desk review, KIIs and FGDs	opportunities and help them. The expectation was also that youth will gain employment opportunities
	Intermediate outcomes **Confirmed:** Youth built their confidence, strengthen their skills and motivation Evidence: - Existing evidence – testimonials - Further evidence – primary data from FGDs, online survey, KIIs ***Outputs:*** **Confirmed:** Deployed 75 UN Community Volunteers for 6 month assignments with local government institutions and non-governmental organizations. - Delivered training on skills development, employment, self-employment for 259 young women and men from diverse backgrounds. - Organized self-employment programme including grant provision for 30 young women and men from different backgrounds. - Implemented innovative awareness raising campaigns to promote initiatives responding to issues of shared concern of youth.	The evaluation did confirm that the project created opportunities for youth to develop businesses and gain employment opportunities. However, the evaluation did not find evidence on the increased trust with government Evidence: - Some testimonials from FGDs
Output 3 (example) Workshops training modules to strengthen the leadership capacity of women	***Outcomes (long-term objectives*** **Partly confirmed:** Increased participation of women in decision making process/peacebuilding; conflict resolution in actio Evidence: - Desk review, KIIs and FGDs	**Partly confirmed:** the expectation was that by increasing the confidence of women and giving them support, coaching and working experience, there will be more opportunities for women to become leaders in the future and to be more engaged in peacebuilding interventions. The project did indeed empowered young women that gain employment opportunities and

	Intermediate outcomes **Confirmed**: Leadership capacity and motivation of women and young girls has been increased Evidence: - Existing evidence – testimonials - Further evidence – primary data from FGDs, online survey, KIIs ***Outputs:*** **Confirmed:** - Trained 34 Municipal Gender Equality Officers on Women, Peace, and Security - Designed online training on Women, Peace, and Security to be uploaded to online platform - Provided technical expertise to 37 Women's CSOs' and Women's groups - Trained 240 young women on mediation, leadership, conflict-resolution, and advocacy/lobbying - Supported 10 advocacy campaigns to promote women's and youth's inclusion in peacebuilding - Designed guideline on the role of media as an instrument of peace and conflict prevention and gender-responsive reporting - Trained 70 media representatives on the role of media on peace and conflict prevention and gender-sensitive reporting. - 570 students received lectures on the role of women in peacebuilding. - Enrolled 7 young women into 6 month mentoring programme with women champions from public institutions. - Supported the Agency for Gender Equality towards mainstreaming gender in the Covid19 Economic Recovery Programme.	increased their confidence and skills. The project did not find evidence that this translate, however, in increased participation of women in decision making process. Evidence: - Testimonials from FGDs and KIIs - Desk review

Annex 9. RRP matrix

The diagram below illustrates this point by using the Reflecting on Peace Practice (RPP) matrix, which is built on two key elements, namely, who is engaged (Key people or More people) and the type of envisioned change (individual change or socio-political change).[157] The evaluation team found that:

> o The three outputs follow mostly a more-people approach as key people are not really the target of this project[158];
>
> o The three outputs focus mostly on strengthening skills and changing perceptions and attitudes at individual level – there is not much evidence of changes at institutional change also because of the short project timeframe.[159] However, output 1 included more efforts to strengthen relationships among youth from different ethnic groups without, however, creating formal mechanisms to do so.

In this sense, the diagram below presents the results of the project against the RPP matrix and its possible future effects.

Diagram 1. Applying the Reflecting on Peace Practice (RPP) methodology to the project

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[157] Key People Approaches focus on involving particular people or groups of people, who, due to their power and influence, are critical to the continuation or resolution of conflict. More People Approaches aim to engage increasing numbers of people in actions to promote peace. The assumption is that peace can be built if many people become active in the process. The success of projects or programmes does not rely on the choice of one or the other approach. However, experience has shown that peacebuilding projects are more successful if they engage more and key people over time.
Regarding Individual/Personal Change it is important to make the distinction between a change in inter-personal relationships between members of different groups (individual change) and a change in group relationships (socio-political change). Socio-Political Change can take many forms and the underlying rationale is that peace requires changes in socio-political structures and processes, often supporting the creation or reform of institutions that address grievances or promote non-violent modes for handling conflict. Empiric research has shown that while a project can choose individual/personal change as an entry point, it is unlikely to achieve a sustainable contribution to peace if it does not achieve socio-political change at some point.
[158] Yet, it should be noted that the project has constantly engaged with central and local level authorities and stakeholders
159 Several of the results of the project could potentially have a lasting effect (i.e. behavioral changes from youth who have participated in the activities could have a positive impact on communities). However, it is too early to be able to gather this evidence

Survey Questionnaire

This section will briefly illustrate some of the details of the survey questionnaire. It is envisaged that the online survey could have a few different formats depending on the outputs and beneficiaries to be sent it to[160].

Introduction

You have been a participant to an initiative part of the project 'Empowering Youth for a Peaceful, Prosperous, and Sustainable Future in Kosovo" (EYPPSFK) that aims to decrease the influence of conflict narratives and prejudice through improved social cohesion resulting from local populations working together, and with local institutions, on contemporary issues of shared interest[161] to jointly develop solutions for a common future'.

An ongoing evaluation is being carried out so as to show the results of the project and to help future programs build on the lessons learned from this project.

In this sense, I would be very grateful if you could answer just a few questions whose answers will be crucial for UNDP, UNWOMEN and UNICEF to learn from you and possibly improve their activities in line to what you need. **Certainly, your answers will be kept confidential.**

I thank you very much for your time and candor.

1. **Respondent Profile**
   Gender: Male -------   Female ------------. Age:

2. **Experience of the training/workshop**
   2.1. How would you rate your experience in attending the training/workshop – has it been in line with your expectations in terms of how it was designed and delivered?

   a)   Very good; b)Good; c) Neutral; d) Bad; c) Very Bad

   2.2. Do you think something could have been improved? _____
   _____

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160 Some questions should be indeed added or revised depening on the target audience. This will be validated with the UN implementing agency
161 Issues of shared interest include issues pertaining to service delivery priorities, drugs, environmental degradation, extremism, domestic or community violence, unemployment, education, lack of social and leisure facilities, or political issues.

b) What was your experience working with young people from different ethnic groups (is this is the case)?

Very good; b)Good; c) Neutral; d) Bad; e) Very Bad

3. What have you learned?

3.1. How much have you learned from the experience?

a) Very much; b) quite much; c) Medium; d) Not much; e) nothing

3.2. Have you been able to apply what you have learned?

a) Yes, b) no, c) Not sure

Can you briefly describe how you have applied what you have learned?_____

4. After the training/workshop

4.1. If you participated in the UPSHIFT, PODIUM or PONDER workshop workshop, have you had the chance to interact to collaborate with other young people (different ethnic groups)?

a) Yes, b) No, c) I don't know

4.2. Would you be willing to continue working with youth from different ethnic groups?

a) Yes, b) No, c) I don't know

4.3. Why? Are there any constraints to do so?

_____

Any other comments?

_____

Thank you!

Annex 11: Analysis of Survey Results

In order to reach more participants, beyond those attending focus groups and interviews, the evaluators designed a short survey. The survey was disseminated to over 300 participants of different activities, including workshops, trainings, lectures, and discussions. The response rate was rather low, but it does confirm data received in interviews and focus groups. A total of 24 participants responded with an average age of 22.2. From all participants, 62.5% were girls and 37.5% were boys.

Overall, participation in workshops, trainings and discussions was rather highly rated. Most participants said that they were happy with the events that they participated in and would not change them. However, some provided recommendations as to how the programmes can be improved in the future. Recommendations included: 1) Holding the trainings physically, not through Zoom; 2) Providing opportunities for long-term work with the other groups that attended trainings; 3) more activities that would involve students. From all participants, 66.6% said that their experience with other ethnic groups through this programme has been very good, 29.1% said it was good, while only one responded highlighted that the experience was neutral.

Overall participants assessed that they have learned a lot from the experience, with 41.6% stating that they have learned very much, 37.5% saying they learned quite much, 16.6% stated that their new learning was average, while 1 responded (4.1%) said that they had learned nothing.
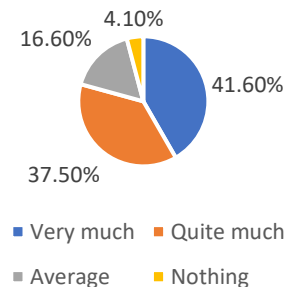
The majority of participants (62.5%) highlighted that they did have the opportunity to implement what they had learned during the lectures, trainings, workshops etc. However, their detailed responses show that they have had not really implemented their experiences practically. From the experience participants mentioned that they had gained self-confidence, independence, and capacity building. Some added that they had implemented their new knowledge by forwarding it to their families and peers, and one student mentioned that it had helped him in career orientation, as he selected his master studies in peacebuilding and transitional justice as a result of his involvement in the project.

The majority of respondents (75%) stated that they had the opportunity to work with groups from other ethnicities during this experience, this included the majority of Albanian young girls and boys and the majority of Serbian girls and boys. Additionally, 92.6% of all respondents said that they are willing to continue working with youth from different ethnicities. Respondents did not identify a single barrier to continuing work with youth from other ethnicities, different from their own.

Rating participation in workshops, trainings, and discussions

4.10% — 00
20.80%
75%

■ Very good ■ Good ■ Neutral
■ Bad ■ Very bad
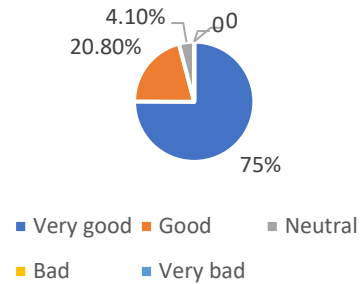
How much have you learned from this experience?

4.10%
16.60%
41.60%
37.50%

■ Very much ■ Quite much
■ Average ■ Nothing

Annex 12: To do list for developing training program

1. Training capacity diagnosis	Do you need a training? Have you conducted a Capacity diagnosis has been conducted? Has Human capacity building correctly identified as necessary for achievement of development objectives	☐
	Have you conducted a training-needs assessments?	☐
	Strategic participant selection	☐
2. Design	Have you developed Clear and specific learning goals?	☐
	Have you developed Training curriculum based on organizational needs ?	☐
	Have you considered To what extent are participatory methods or practical exercises necessary in order to achieve sustainable learning?	☐
	Have you considered the appropriateness of the length How much time should be devoted to specific topics? Have you considered that the length of training program in benchmarking institutions may be 20 to 2 month long?	☐
	Learning program based on correct assessment of the present capacities of participants	☐
3. Delivery	Have you made sure the curriculum and didactic methods appropriate for learning goals?	☐
	Have you made a decision on whether training content be delivered all at one time or spread out over weeks or months?	☐
	Are Practical exercises and action learning techniques being done?	☐
	Have you thought about whether small class sizes necessary to facilitate learning?	☐
	Have you thought about whether course content be covered using electronic or distance learning, or is face-to-face, classroom-based training necessary?	☐
	Are competent trainers being used?	☐
4. Follow-up	How do you make sure participants apply what they have learned?	☐
	Have you created a follow-up system whereby you would follow up on participants?	☐
5. M&E	Have you developed a M&E system for the 4 level of training evaluation information?	☐