

# INCEPTION REPORT

FOR



**FINAL EVALUATION FOR THE PEACEBUILDING PROJECT: BREAKING THE CYCLE OF VIOLENCE (BCV)-  
REHABILITATING JUSTICE AND ACCOUNTABILITY MECHANISMS FOR THE TRANSFORMATION OF  
SURVIVORS AND PERPETRATORS OF VIOLENT CONFLICT INTO CHANGE AGENTS FOR PEACE  
2022**

**SOUTH SUDAN (4<sup>TH</sup> OCTOBER, 2019 – 3<sup>RD</sup> APRIL, 2022)**

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## TABLE OF CONTENTS

LIST OF TABLES AND FIGURES .....	3
List of Tables.....	3
ACRONYMS.....	4
1.0 INTRODUCTION.....	5
2.0 BACKGROUND AND CONTEXT .....	5
2.0 OBJECT OF THE EVALUATION .....	9
3.0 PURPOSE OF THE EVALUATION .....	16
4.0 OBJECTIVES OF THE EVALUATION .....	17
5.0 SCOPE OF THE EVALUATION.....	18
6.0 EVALUATION FRAMEWORK.....	20
6.1 Evaluation Approach .....	20
6.2 Evaluation Questions .....	20
6.3 Evaluation Matrix.....	20
7.0 METHODOLOGY.....	21
7.1 METHODOLOGICAL DESIGN.....	21
7.1.1 Data Collection Methods .....	24
7.1.2 Study Population, Sample size, sampling technique and selection procedure.....	26
7.1.3 Design of Data Collection Tools.....	26
7.1.4 Training of Research Team.....	27
7.1.5 Data Processing and Analysis .....	27
7.1.6 Evaluation Limitations .....	28
7.1.7 Management of the Limitations .....	29
7.2 EVALUATION NORMS AND ETHICAL CONSIDERATIONS .....	30
7.2.1 Evaluation Norms and Standards .....	30
7.2.2 UNEG Standards for Evaluation .....	31
7.2.3 Ethical Guidelines for Evaluation (UNEG) .....	33
8.0 QUALITY ASSURANCE .....	39
9.0 WORK PLAN AND DELIVERABLES .....	40
10.0 ANNEXES .....	42
Annex 10.1: Terms of Reference .....	43
Annex 10.2: Evaluation Matrix .....	51
Annex 10.3: List of People to interview with their contacts and sites to Visit.....	59
Annex 10.4: Data Collection Tools .....	60
Annex 10.4: Data Collection Tools .....	60
Annex 10.4.1: Qualitative Survey KII and FGD/SGD Guides for PBF BCV Project Final Evaluation ..	60
Annex 10.5: Informed Consent Form .....	73
Annex 10.6: Bibliography .....	74

## LIST OF TABLES AND FIGURES

### List of Tables

Table 1: Project Activities.....	11
Table 2: Project Implementation Modalities .....	13
Table 3: Primary audience and utilization.....	16
Table 4: Summary of Evaluation Methodology .....	22
Table 5: List of Key Informant Interviews .....	25
Table 6: Distribution of FGD Participants.....	26
Table 7: UNEG Norms for Evaluation .....	30
Table 8: UNEG Standards for Evaluation.....	32

## ACRONYMS

CCC	-	Confident Children out of Conflict
CCO	-	Children Charity Organization
CSOs	-	Civil Society Organizations
DAC	-	Development Assistance Committee
FODAG	-	Foundation for Democracy and Accountable Governance
GBV	-	Gender Based Violence
GREDO	-	Grass Root Empowerment and Development Empowerment
GUNO	-	Greater Upper Nile Organization
HoC	-	Hold the Child
HRSS	-	Hope Restoration South Sudan
JOSS	-	Judiciary of South Sudan
LGBTQ	-	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning
MC	-	Mercy Corps
MoGCSW	-	Ministry of Gender, Child and Social Welfare
MoGEI	-	Ministry of General Education and Instruction
Mol	-	Ministry of Interior
MoJCA	-	Ministry of Justice and Constitutional Affairs
MTT	-	Mobile Theatre Team
OECD	-	Organization for Economic Co-operation and Development
OHCHR	-	Office of the UN High Commissioner for Human Rights
PBF	-	Peace Building Fund
PCRCs	-	Police Community Relations Committees
R-ARCSS	-	Revitalized Agreement to Resolution of the Conflict in South Sudan
SCI	-	Save the Children International
SGBV	-	Sexual and Gender Based Violence
SSLS	-	South Sudan Law Society
TdH	-	Terre des Hommes
UN	-	United Nations
UNDP	-	United Nations Development Programme
UNEG	-	United Nations Evaluation Group
UNICEF	-	United Nations Children's Fund
UNMISS	-	United Nations Mission in South Sudan
USD	-	United States Dollar
WCH	-	War Child Holland
WV	-	Women Vision

## 1.0 INTRODUCTION

The purpose of the Final Evaluation Inception Report is to reach a common understanding and agreement between the evaluation team and the entity responsible for the evaluation - The Evaluation Reference Group (ERG) Chaired by the Evaluation Manager - on the evaluation tasks described in the Terms of Reference (ToR), the purpose and the objective of the evaluation, its scope and approach. The inception report highlights the evaluation methodology and its limitations, ensuring that the evaluation integrates ethical considerations, clarifying the expected results and deliverables, and establishing the work plan and the detailed evaluation work plan. The inception report clarifies any doubts about the evaluation before launching the data collection phase.

This evaluation inception report presents the project background and context, the object of the evaluation, purpose of the evaluation, objectives of the evaluation, scope of the evaluation, evaluation framework, evaluation methodology, evaluation norms and ethical considerations, evaluation quality assurance, evaluation work plan and deliverables and annexes including ToR, ToC, Evaluation Matrix, list of documents reviewed, list of people to be interviewed and data collection tools.

## 2.0 BACKGROUND AND CONTEXT

In July 2011, the Republic of South Sudan became the world's newest country after its hard-fought independence. Since then, the country has been through different phases of conflict (exacerbated in December 2013 and July 2016) characterized by high levels of violence, a large humanitarian emergency, and near-collapse of its economy and social structure, creating widespread developmental challenges. Almost 18,000 civilian and uniformed peacekeepers currently serve with the United Nations Mission in South Sudan (UNMISS) to protect civilians and assist in building durable peace in the country.

The community support systems and protection mechanisms in South Sudan have been weakened and destabilized by the protracted violence with profound impact to individuals and communities<sup>1</sup>. People have suffered from severe and frequently gendered psychological distress with exposure and subjection to different forms of violence; some of them extreme to include torture and murder. Parties in conflict have used sexual violence systematically as a tactic to advance military and ideological objectives as well as a tool to terrorize, humiliate and displace communities with massive consequences to the survivors, mostly women, girls and children. The institutional capacity for provision of basic social services and for justice and reconciliation has been further weakened by violence which has reinforced deep seated grievances that underpin many inter-communal conflicts during cattle raid, fighting over land and water resources, accompanying abductions, GBV and forced marriage perpetuating revenge killings<sup>2</sup>. Threats and risks of GBV against women and girls, particularly sexual violence, intimate partner violence (IPV), sexual exploitation, harassment and child and forced marriage are persistent in displacement settings.

According to UNICEF South Sudan GBV Briefing Note- Dec 2019, GBV is one of the most critical threats to the protection and wellbeing of women and children in South Sudan<sup>3,4</sup>. In terms of gender equality,

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<sup>1</sup> OXFAM (March, 2017), Joint Agency Gender Consolidated Gender Analysis, South Sudan Gender Analysis

<sup>2</sup> Ibid

<sup>3</sup> South Sudan NUTRITION CLUSTER, 2021 Gender-Based Violence (GBV) ACTION PLANS

the patriarchal structures of society in South Sudan keep women in a subordinate position, with high gaps in gender parities where women lack the power to, inter alia, claim their human rights. There are also conflict-related social conditions which result in high insecurity for women and girls and overall risks faced by women, specifically regarding women's healthcare, access to economic resources, customary practices, as well as the wide-spread acceptance of gender inequality and Sexual and Gender Based Violence (SGBV). All those elements have contributed to limited capacity and participation of women in decision making and productive activities despite the signing of Revitalized Agreement to Resolution of the Conflict in South Sudan (R-ARCSS) in September 2018 by the government and the opposition groups to end the conflict that was suspected to have killed roughly 400,000 people and displaced over 4 million<sup>5</sup>.

Women, girls and children<sup>6</sup>, having been affected disproportionately by conflict and suffered hideous consequences of the violence, including abuse, deprivation, and loss of livelihoods, make up the majority of those displaced and in desperate need of humanitarian assistance. Gender Based Violence (GBV) is one of the most critical threats to the protection and wellbeing of women and children in South Sudan. Studies<sup>7,8</sup> indicate that up to 1 out of 2 women have suffered from intimate partner violence, 1 out of 4 reported cases of conflict-related sexual violence affect children, and approximately 1 out of 2 children is married or in union prior to the age of 18<sup>9</sup>. Studies indicate that some 65 per cent of women and girls have experienced physical and/or sexual violence in their lifetime<sup>10</sup>, and some 51 per cent have suffered intimate partner violence (IPV); some 33 per cent of women have experienced sexual violence from a non-partner, primarily during attacks or raids. The majority of girls and women experience sexual violence for the first time under the age of 18. Children comprise around 25 per cent of all reported cases of conflict-related sexual violence, though there are concerns that the numbers may be much higher<sup>11</sup>. Child marriage remains widespread, in late 2020, UNICEF reported that more than half (52 per cent) of South Sudanese girls between the ages of 15 and 18 are married, with some marrying as young as age 12<sup>12</sup>. The commitment of the Government of the Republic of South Sudan (GoSS) to ensuring accountability and addressing violence against women and girls through implementation of the National Humanitarian Strategy for Prevention and Response to Gender-Based Violence (2019-2021) has borne no fruit since the violence against women and girls is still rife<sup>13</sup>.

With the objective of enhancing the rule of law and supporting the juvenile justice system with a focus on accountability, human rights and reconciliation, UNDP, UNICEF and OHCHR developed a project document with the UN Secretary General's Peacebuilding Fund (PBF) to respond to this evolving context and challenges. The title of the project document was: *PBF PROJECT: Breaking the Cycle of Violence - rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace*“.

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<sup>4</sup> UNICEF South Sudan GBV Briefing Note- Dec 2019 retrieved from <https://www.unicef.org/southsudan/media/2071/file/UNICEF-South-Sudan-GBV-Briefing-Note-Aug-2019.pdf>

<sup>5</sup> Checchi et al., (2018). Estimates of Crisis-attributable Mortality in South Sudan, December 2013–April 2018: A Statistical Analysis.

<sup>6</sup> The Transitional Constitution of South Sudan 2011 (as amended), indicates that anybody below the age of 18 is a child but did not mention youth

<sup>7</sup> <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>

<sup>8</sup> <https://conflictandhealth.biomedcentral.com/articles/10.1186/s13031-019-0239-4>

<sup>9</sup> [https://www.ohchr.org/sites/default/files/2022-03/A\\_HRC\\_49\\_CRP\\_4.pdf](https://www.ohchr.org/sites/default/files/2022-03/A_HRC_49_CRP_4.pdf)

<sup>10</sup> The Global Women's Institute and the International Rescue Committee. No Safe Place: A Lifetime of Violence for Conflict-affected Women and Girls in South Sudan. Washington DC and London: The George Washington University and the International Rescue Committee, 2017.

<sup>11</sup> Supra

<sup>12</sup> Human Right Watch, world Report (2022), retrieved from <https://www.hrw.org/world-report/2022/country-chapters/south-sudan#9554c6>

<sup>13</sup> MoGCSW South Sudan, National Humanitarian Strategy for Prevention and Response to Gender-Based Violence (2019-2021).

The Breaking the Cycle of Violence (BCV) project sought to build political and social capacity, knowledge, and experience to address several provisions of the R-ARCSS, including reforming the national-level justice system<sup>14</sup>. The initiative has a two-pronged approach:

- a) Enhance the capacity of community-based peacebuilding mechanisms by enabling youth<sup>15</sup> to enter dispute resolution processes; and
- b) Enhance the capacity of public justice systems to ensure access to fair, gender-responsive and equitable judicial services for children and youth.

The approach was innovative to address both the upstream (dispute resolution) and downstream (justice) mechanisms of sustaining community-level peace with a target group (children and youth) that is often left behind in large scale humanitarian, peacebuilding, and development interventions. Through this innovative approach, target communities were to benefit from improved security, strengthened peace mechanisms and accountable governance at national, state and local levels. The approach was designed to consolidate both institutional capacity and responsiveness to justice systems, leading to enhanced trust amongst the target communities in the formal justice and law enforcement systems. The project identified the former states of Jonglei and Unity, which were the most conflict-affected states in the country, Juba (former Central Equatorial), as well as Northern Bahr el Ghazal State which had high rates of alleged offences on children and youth. Demonstrating success in these geographical locations was to strengthen confidence in peacekeeping mechanisms countrywide. Strong justice systems in the targeted communities will provide an avenue for peacebuilding in other regions of South Sudan especially in areas where returnees and other victims of war are expected. The project therefore formed a foundation for the institutional structure of justice systems that was to be upscaled nationally through the support of government and bilateral donors.

Children and youth (both male and female) are often targeted and caught up in violence and conflict due to their vulnerability. If communities, if not the state, cannot adequately maintain and/or provide security and rule of law, youth and children will continue to arm themselves and join militia or self-defense groups. To address these issues, the project targeted locations in the two most conflict-affected states, as well as states which have high rates of child and youth deviant behaviour. To avoid further deterioration of community peace in the project target locations of Bor, Pibor (Former Jonglei State), Bentiu (Former Unity State) Juba and Aweil (Former Northern Bahr el Ghazal State), the identified conflict drivers were to be addressed immediately through the following approaches:

- Develop mechanisms to address actual and perceived risks of abuse of children and youth by armed forces and groups.
- Strengthen community dialogue and trust building mechanisms and improve access to justice.
- Strengthen the capacity of justice actors and support adherence to international conventions and national legislation.

The overall goal of the project was to target communities, especially children and youth, to benefit from improved security, strengthened dialogue and trust-building mechanisms and accountable justice structures at national, state and local levels. The expected outcomes were as follows:

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<sup>14</sup> Supra

<sup>15</sup>The South Sudan Draft National Youth Policy 2019 defines a youth as anyone between the age of 18 and 35 years; The Transitional Constitution of South Sudan 2011 (as amended), indicates that anybody below the age of 18 is a child but did not mention youth

1. The engagement of children and youth in the target communities of Aweil, Juba, Leer, Bor, Pibor and Bentiu in dialogue and trust building mechanisms have increased and lead to a reduction in violence and conflict, and
2. Target communities in Aweil, Juba, Leer Bor, Pibor and Bentiu have enhanced trust in the formal law enforcement system leading to a stronger social contract between the state and its children and youth.

This was a joint project between UNICEF, UNDP and OHCHR that had a total duration of **30 months – from 4th October 2019 to 3rd April 2022** and a **total budget of 2,999,999.66 USD**. Several partners have contributed to the implementation of the project, including state stakeholders and CSOs. The main state actors include the Ministry of Gender, Child and Social Welfare (MGCSW), Ministry of Justice and Constitutional Affairs (MoJCA), Ministry of Interior (MoI), the Judiciary of South Sudan (JOSS), Ministry of General Education and Instruction (MoGEI) and state-level Governments, UN Agencies and Non-Governmental Organizations including Greater Upper Nile Organization (GUNO), Children Charity Organization (CCO), Women Vision (WV), Mercy Corps (MC), War Child Holland (WCH), Save the Children International (SCI), Mobile Theatre Team (MTT), Terre des Hommes (TdH) and Confident Children out of Conflict (CCC)<sup>16</sup>. Other partners include the University of Juba, traditional leaders/chiefs, and individual consultants.

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<sup>16</sup> PBF BCV Project Document

## 2.0 OBJECT OF THE EVALUATION

The PBF BCV project was conceptualized as a United Nations (UN) wide Peacebuilding Plan (UN PBP) and development of mapping of mechanisms for local level peacebuilding under the on-going PBF funded project on 'Strengthening Dialogue and Reconciliation Platforms in South Sudan', which identifies a range of priority actions to build and sustain peace in the country. The plan was consistent with priority area one "Building Peace and Strengthening Governance" of the UN Cooperation Framework (UNCF) 2019-2021 and was adopted by the UN Senior Management Group (SMG) on 25 May 2018. This project was also in sync with the priority actions of the UN PBP, especially 3.2.1 Safety and Security, 3.2.2 Rule of Law, 3.2.3 Psychosocial Support and Trauma Healing, and 3.2.4 Enhancing Local Peace Mechanisms (Page 10 of the UN PBP). The UN PBP and mapping report have been used as tools for reflection, learning and a point of departure for programming peacebuilding interventions in South Sudan. This led to UN-wide consultations which were held to further prioritize urgent peacebuilding needs and found that rule of law and promoting access to justice to vulnerable and marginalized people was a key priority area for UN peacebuilding in South Sudan. Strengthening traditional justice systems with interfaces to the juvenile justice system were also identified as good entry points. Additionally, consultations with youth and women from Jonglei, and Northern Bahr el Ghazal States were held in the framework of the Partnership for Recovery and Resilience for South Sudan. Additionally, the South Sudan Partnership for Recovery and Resilience provides a potential platform for ensuring sustainability of project interventions.

Therefore, UNICEF, Office of the UN High Commissioner for Human Rights (OHCHR) and UN Development Programme (UNDP) were tasked by the Programme Management Team (PMT) to develop a concept note addressing the need to enhance rule of law and support the juvenile justice system through accountability, human rights and reconciliation. Based on that concept note, the project document was developed and the project conceived to respond to the evolving context and challenges.

### Overarching Project Goal

Target communities, especially children and youth, benefit from improved security, strengthened dialogue and trust building mechanisms and accountable justice structures at national, state, and local levels.

### Outcomes and Outputs

**Outcome 1:** The engagement of children and youth in the target communities of Aweil, Bor, Pibor and Bentiu in dialogue and trust building mechanisms has increased and leads to a reduction in violence and conflict.

- **Output 1.1:** Strengthened local networks of survivors for peace dialogues with local communities and political elites in the target communities of Aweil, Bor, Pibor, Bentiu and Juba.
- **Output 1.2:** Improved access to justice in the target communities of Aweil, Bor, Pibor, Bentiu and Juba.

**Outcome 2:** Target communities in Aweil, Juba, Bor/Pibor and Bentiu have enhanced trust in the formal law enforcement system leading to a stronger social contract between the state and its children and youth.

- **Output 2.1:** Fair trials/detention provided for children and youth of the target communities in Aweil, Juba, Bor/Pibor and Bentiu.
- **Output 2.2:** Enhanced capacity of justice actors on children's rights, women's rights and Gender equality in Aweil, Juba, Bor/Pibor and Bentiu.

### Theory of Change (ToC)<sup>17</sup>

"Children and youth in South Sudan are often targeted and engaged forcefully or non-forcefully in violence and conflict. If communities themselves and not the state, cannot help children and youth define alternatives to violent (revenge) attacks, adequately provide children and youth with security and access to justice, they will continue to arm themselves and likely join militia or self-defense forces and groups." The project, therefore, rests on the following logic:

*IF target communities are organized properly to formulate local self-organizing and bottom-up gender sensitive driven actions and initiatives; IF access to fair and equitable judicial services for children and youth are enhanced in the project target areas; and IF the capacity of justice actors including judges, prosecutors, police service, prison service and traditional justice system are strengthened. THEN target communities, especially children and youth, will be empowered to pursue peaceful alternatives (i.e. seeking justice through the legal system or transitional justice mechanisms) to violent (revenge) attacks and benefit from improved security, strengthened peace mechanisms and accountable governance at national, state and local levels. BECAUSE grievances stemming from local level conflicts involving children and youth will be addressed more effectively, efficiently and fairly.*

### Key underlying assumptions

- The political and security situation in targeted geographic locations will remain stable with no foreseeable shocks that may lead to population displacement from the targeted locations and or undermine access to the targeted locations.
- National and state governments will cooperate with project actors for promoting community-based peace building initiatives, capacity enhancement of justice actors, coordinating the efforts of various actors and have the political support for relevant policy implementation.

### The Duration and Budget of Intervention

This evaluation therefore focuses on the "UN joint PBF Project: Breaking the Cycle of Violence - rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace" project. This is a joint project between UNICEF, UNDP and OHCHR had a total duration of **30 months running from 4<sup>th</sup> October 2019 to 3<sup>rd</sup> April 2022**, with a total budget of **2,999,999.66 USD** funded by United Nation Peacebuilding Fund (PBF).

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<sup>17</sup> PBF BCV Project Document

## Project Activities

The project undertook activities as illustrated in Table 1<sup>18</sup> below:

**Table 1: Project Activities**

Phase	Timeline	Activities
1. Inception Phase	Est. 2019 Q2 and Q3	<ul style="list-style-type: none"> <li>Conduct an inception survey/assessment and a perception survey in Bor/Pibor (Former Jonglei State), Bentiu (Former Unity State), Aweil (Former Northern Bahrel Ghazal State) and Juba (Former Central Equatoria State). Both the assessment and perception survey mainstreamed gender considerations on gender specific security needs, roles, stereotypes (masculinities and femininities) and challenges related to criminal behaviour that gathers the necessary information to inform programming including a gendered context analysis of armed youth. Based on findings, the project technical working group prepared a project work plan with detailed timelines, target beneficiaries and a detailed M&amp;E plan, including explicit gender sensitive objectives and indicators to address the different priorities and needs of girls and women.</li> </ul>
2. Implementation Phase	Est. 2019 Q4 to 2021 Q1	<ul style="list-style-type: none"> <li>Knowledge generation completed in the early stage of the phase and other key types of support including mobilization of convening actors, awareness raising, capacity building, construction and rehabilitation and piloting implemented based on the knowledge products produced. During this phase, a gender sensitive approach was taken in all interventions. Activities adapted to respond to gender related constraints and opportunities and will engage girls, women, boys and men.</li> </ul>
3. Closure and Evaluation Phase	Est. 2021 Q2 and Q3; 6 months NCE to 3 <sup>rd</sup> April, 2022	<ul style="list-style-type: none"> <li>An evaluation will be conducted to assess achievements of the project results and impact at outcome level as articulated in the result framework, including a gender-specific evaluation component.</li> </ul>

## Project Stakeholders and Beneficiaries

The project stakeholders include implementing agencies, partners and beneficiaries as listed below;

- i) Implementing organizations - UNICEF as a Convening Agency, UNDP, and OHCHR
- ii) Collaborating Partners
  - Government: Ministry of Gender, Child and Social Welfare (MoGCSW), Ministry of Justice and Constitutional Affairs (MoJCA), Ministry of Interior (MoI), the Judiciary of South Sudan (JOSS) and state-level Governments, National Prisons Service of South Sudan
  - UN Agencies – UNMISS, UNIDOR
  - National NGOs/CSOs; Hope Restoration South Sudan (HRSS), Foundation for Democracy and Accountable Governance (FODAG), South Sudan Law Society (SSLS), Grass Root Empowerment and Development Empowerment (GREDO), Hold the Child (HoC) and Police

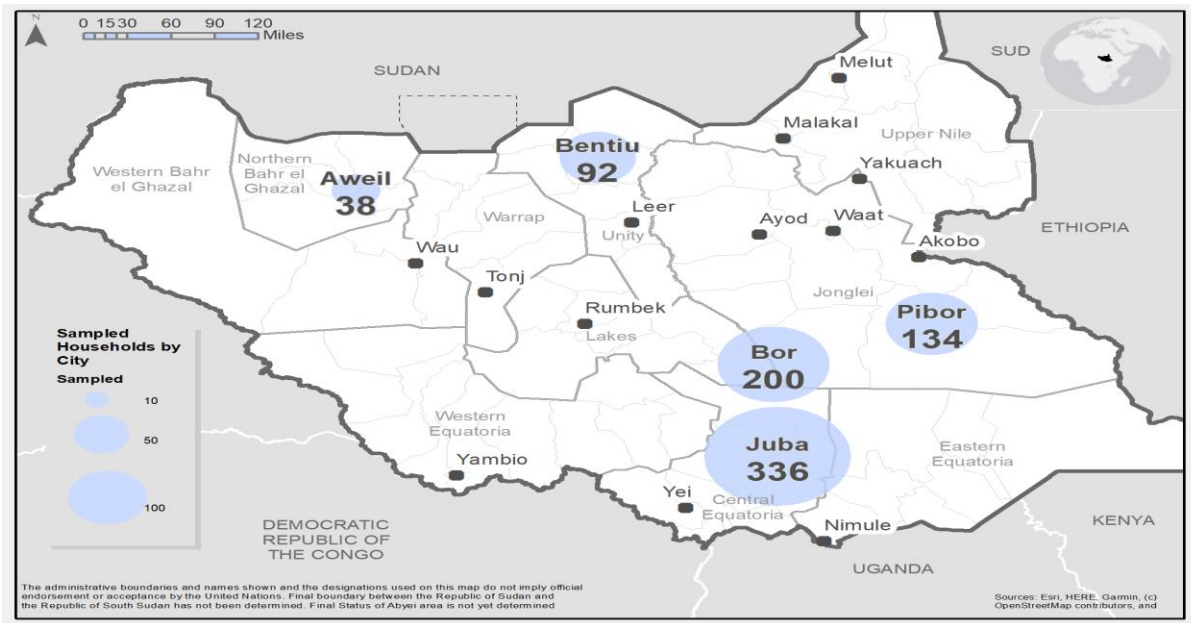
<sup>18</sup> PBF BCV Project documents - PBF BCV Project Document, (June, 2019) "Breaking the Cycle of Violence - rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace"

Community Relations Committees (PCRCs) as part of community policing activities to enhance public trust in law enforcement

- iii) Academia - The University of Juba,
- iv) Traditional leaders/chiefs, and Individual consultants
- v) Survivors and victims of conflict, including: survivors of sexual and gender-based violence (SGBV), men/boys, women/girls, youth, and children from target communities. In Bor/Pibor, Bentiu and Aweil, within the mediation and awareness raising activities, the project was to identify up to **10,000 children and youth** to be provided with legal services, trained on legal issues and rights and engaged in awareness raising; **2,000 adults**, including community members, religious leaders (male and female) in awareness raising and citizen engagement; and **100 trained justice actors (male and female)** from the police- and prison services; judges and prosecutors; and traditional justice actors, social workers and CSOs. The project was to organize trainings for justice actors in Juba by bringing key justice partners from Bor/Pibor, Bentiu and Aweil into Juba. Justice actors in Juba who are better trained due to more training opportunities in the capital were also to participate in the trainings to interact with other justice actors from Bor/Pibor, Bentiu and Aweil to encourage peer learning through such trainings.

### The geographical scope of the project:

The project focused on Bor, Pibor (Former Jonglei State), Bentiu and Leer (Former Unity State), Aweil (Former Northern Bahr el Ghazal State) and Juba (Former Central Equatoria State). The locations were selected based on relevance and effectiveness criteria. The two most conflict affected states - Jonglei and Unity; Aweil (Northern Bahr el Ghazal) with high rates of children and youth deviant behaviour; and Juba (Central Equatoria) to leverage relations with national partners. The geographical coverage is presented in the map below.<sup>19</sup>



<sup>19</sup> PBF Report Breaking the Cycle of the Violence\_final

## Implementation Modalities

This project applied five implementation strategies to achieve the outputs, outcomes and the overarching goal. The way these implementation strategies were to be applied to project activities and the role of each project member is outlined in Table 2 below<sup>20</sup>.

**Table 2: Project Implementation Modalities**

Implementation Modality	Activity	Responsible Organization
1. Knowledge Generation	<ul style="list-style-type: none"> <li>Activity 1.1.1: Conduct gender-responsive action research/conflict analysis in Bor/Pibor, Juba, Bentiu and Aweil State to analyse mechanisms established by survivors and local community groups to prevent and respond to conflict-related violence where there is no protection provided by state authorities, as well as the different forms and motivations of youth perpetrators who commit violent acts and human rights violations.</li> </ul>	OHCHR (lead), UNICEF and UNDP to collaborate in the implementation of this activity.
	<ul style="list-style-type: none"> <li>Activity 2.2.2: Build knowledge base on the nature of crimes by and against children, with a special attention to gender-based crimes, including victimology research and analyses of the cost deprivation of liberty versus alternatives and the impact of detention in creating a safe society in Bor, Bentiu, Aweil and Juba.</li> </ul>	UNDP (lead) and UNICEF to conduct this activity together.
2. Mobilization of Convening Actors	<ul style="list-style-type: none"> <li>Activity 1.1.2: Strengthen community and local networks, awareness raising to improve space for meaningful and inclusive dialogue among survivors of conflict, through building trust initiatives, to discuss issues around violence in conflict. Local networks, targeting around 50 youth each, will be developed in Bor/Pibor, Bentiu, Juba and Aweil.</li> </ul>	OHCHR (lead) to coordinate with UNICEF to ensure synergy with Activity 1.2.1.
	<ul style="list-style-type: none"> <li>Activity 1.1.3: Identify, mobilise and support male and female peace ambassadors who promote peaceful resolution to conflict and counter the influence of hate speech and instigators of violence in remote areas and cattle camps where most children and youth are recruited for violence and crimes in Bor/Pibor, Bentiu, Juba and Aweil.</li> </ul>	OHCHR (lead) to coordinate with relevant partners.
	<ul style="list-style-type: none"> <li>Activity 1.1.4: Set up inclusive fora regrouping members of local survivors' networks from Bor/Pibor, Bentiu and Aweil and national/international actors to discuss issues around accountability and truth seeking.</li> </ul>	OHCHR (lead) to coordinate with UNDP
	<ul style="list-style-type: none"> <li>Activity 2.1.1: Form a coalition of legal experts knowledgeable of children's rights and child friendly and gender responsive justice to provide legal information and/or represent juvenile offenders and survivors, including survivors of Gender based Violence, during court trials and other services and reinforce operational capacity of judiciary in Bor, Bentiu and Aweil.</li> </ul>	UNICEF (lead) and UNDP to coordinate with the other supported-PBF project: 'Addressing GBV_ as a Catalyst for Peace in South Sudan'.

3. <i>Awareness Raising</i>	<ul style="list-style-type: none"> <li>Activity 1.2.1: Raise public awareness, particularly among the at-risk youth groups, on peace initiatives, transitional justice, access to justice and advocate and support for the rights of children and gender-responsive implementation of legal provisions relating to children and youth in contact with the law through peace mobilisers and influential actors in Bor, Bentiu and Aweil.</li> </ul>	UNICEF (lead) to coordinate with OHCHR to ensure synergy with Activity 1.1.2.
	<ul style="list-style-type: none"> <li>Activity 2.2.1: Sensitize local and national justice actors in Bor, Bentiu and Aweil on children's rights, child protection needs and gender-responsive justice mechanisms.</li> </ul>	UNICEF (lead) to work with UNDP.
4. <i>Capacity Development</i>	<ul style="list-style-type: none"> <li>Activity 1.2.2: Strengthen capacity of community networks, groups and institutions in Bor, Bentiu, Juba and Aweil to access legal services. Particular actions will be integrated to boost capacity of female youth and women to initiate and participate in legal proceedings.</li> </ul>	UNICEF (lead) to coordinate with OHCHR.
	<ul style="list-style-type: none"> <li>Activity 1.2.3: Enhance capacity of community actors, networks and institutions in Bor, Bentiu, Juba and Aweil on case management services, including psychosocial support (PSS) and Family Tracing and Reunification (FTR) for the most vulnerable children in contact with the law, including gender-based violence survivors.</li> </ul>	UNICEF (lead) to coordinate with the UN South Sudan PBF project 'Addressing GBV as a Catalyst for Peace in South Sudan'.
	<ul style="list-style-type: none"> <li>Activity 2.2.2: Build and develop capacity of the rule of law actors (both male and female) in sub-national level including the judiciary, prosecutors, police, prisons, social workers and customary courts in Bor/Pibor, Bentiu, Aweil and Juba to respond to and support juveniles that come into conflict with the law or customary law.</li> </ul>	UNDP (lead) to coordinate with the UN South Sudan PBF project 'Addressing GBV as a Catalyst for Peace in South Sudan'.
	<ul style="list-style-type: none"> <li>Support traditional justice mechanism to create a conducive environment for youth perpetrators to take responsibility for their action in front of the community and hear about the impact of his/her action.</li> </ul>	UNDP (lead) to work closely with OHCHR.
	<ul style="list-style-type: none"> <li>Support community-based policing and community-security force relations for identifying and countering youth violence</li> </ul>	UNDP (lead) to work closely with OHCHR and UNICEF in terms of community engagement.
	<ul style="list-style-type: none"> <li>Activity 2.2.3: Strengthen national and sub-national justice institutions to establish accountability measures including the implementation of the South Sudan Child Act, 2008 and the Justice for Children Strategic Framework.</li> </ul>	UNICEF to lead and work with UNDP: Construction and Rehabilitation
	<ul style="list-style-type: none"> <li>Activity 2.1.2: Operationalize a gender-responsive juvenile court and reformatory centres by rehabilitating and furnishing one juvenile reformatory centre in Juba with vocational training equipment, furnishing two juvenile courts in Juba, constructing and furnishing one reformatory centre in Bor. To reform the entire country's justice system, it is essential to have at least the standard justice facilities in the capital of the country first. The</li> </ul>	UNDP to lead this activity

	<p>current facilities of juvenile reformatory centre and courts in Juba are not up to the standard and require immediate rehabilitations to make them operational.</p>	
<p>5. <i>Piloting</i></p>	<ul style="list-style-type: none"> <li>• Activity 2.1.3: Establish a social and gender-responsive diversion pilot scheme in Bor, Bentiu, Aweil and Juba through Government institutions whereby children who have committed petty crimes are not convicted in customary or law courts and sent to prison but receive community service sentences.</li> </ul>	<p>UNICEF (lead) to coordinate closely with UNDP.</p>

### 3.0 PURPOSE OF THE EVALUATION

This is a final (summative) evaluation of the UN Joint PBF Project: *"Breaking the Cycle of Violence - Rehabilitating Justice and Accountability Mechanisms for the Transformation of Survivors and Perpetrators of Violent Conflict into Change Agents for Peace"*. The summative evaluation will compare the end-line results with the formative (baseline) evaluation results generated at the start of the project to determine the changes that have occurred during the project implementation period. The project final evaluation is intended to make recommendations to present observations on the project, assess accountability, knowledge generation as well as provide institutional learning and direction for future programming. The evaluation will adhere to international principles and standards of objectivity; independence; participation of all parties concerned; transparency and focus; reliability; completeness and clarity of reports; fairness and protection of the interest of the parties involved; and utility. The evaluation will therefore be carried out in an inclusive way and expected to determine its overall value for peacebuilding in South Sudan, specifically in the areas of Aweil, Bentiu, Bor, Pibor, Leer and Juba. In assessing the degree to which the project met its intended peacebuilding objective(s) and results, the evaluation will provide key lessons about successful peacebuilding approaches and operational practices, as well as highlight areas where the project performed less effectively than anticipated.

#### Primary audience and utilization

Table 3: Primary audience and utilization

Intended users	How will they use the findings
UNICEF/UNDP/ OHCHR	<ul style="list-style-type: none"><li>• To document lessons learnt and best practices that can inform future peacebuilding programme design.</li><li>• To strengthen strong evidence-based approach in planning and strategizing future project implementation.</li></ul>
Implementing partners	<ul style="list-style-type: none"><li>• To build on the evidence generated by the evaluation to improve performance in the implementation of peacebuilding projects/ interventions.</li><li>• Strengthen capacity where it is lacking.</li></ul>
Government line ministries	<ul style="list-style-type: none"><li>• To use best practice lessons to accelerate reform implementation towards national SDG targets.</li><li>• To improve allocation of resources to avoid leaving gaps or overlapping in covering critical needs.</li></ul>
Donors	<ul style="list-style-type: none"><li>• To influence the future design and scale-up of peacebuilding related programmes in South Sudan.</li><li>• To determine the value for money spent and the impact of their investment.</li></ul>
Other peacebuilding actors	<ul style="list-style-type: none"><li>• To utilize lessons learnt and best practices that can be replicated to their peacebuilding programmes in South Sudan.</li></ul>

#### 4.0 OBJECTIVES OF THE EVALUATION

The objectives of this evaluation as per the ToR are to:

- i. To assess the relevance and strategic positioning of the project to South Sudan's progressive transformation towards durable peace and sustainable development needs mainly with a focus on children, youth and women and private sector development.
- ii. Assess a) the progress made towards project results and whether there were any unintended results and b) what can be captured in terms of lessons learned for ongoing and future UNDP's progressive transformation of South Sudan emphasizing on durable peace and sustainable development enhancement initiatives in South Sudan – focusing on youth, young women, children, and private sector development.
- iii. Assess whether the project management arrangements, approaches and strategies were well-conceived and efficient in delivering the project.
- iv. Analyse the extent to which the project is enhancing application of a rights-based approach, gender equality and women's empowerment, social and environmental standards, conflict sensitivity, risk mitigation and participation of other socially vulnerable groups such as children and persons with disabilities.
- v. Provide actionable recommendations on evidence gathered and stakeholder inputs and feedback for improving its programming.
- vi. Assess the sustainability measures being instituted to ensure continuity of the project beyond its life span.
- vii. Assess the impact or likelihood that envisioned impacts will be attained based on the steps and approaches of the project.

## 5.0 SCOPE OF THE EVALUATION

This evaluation will examine the project's implementation process and peacebuilding results, drawing upon the project's results framework as well as other monitoring data collected on the project outputs and outcomes as well as context.

The results of the Evaluation will contribute to the PBF end of project final report by assessing how well the project interventions achieved intended aim, objectives, outcome and outputs and its likelihood of impact to the beneficiaries and as well be used as a benchmark for UNICEF and other UN joint programming. The final evaluation will offer accountability requirement by PBF and UNICEF, UNDP, OHCHR and Implementing Partners to the beneficiaries and learning by UN Joint partners, State and County Governments of the Republic of South Sudan (GoSS) and other relevant stakeholders.

The final evaluation is to provide results that will contribute to the PBF end of project final report by assessing how well the project interventions achieved intended objectives. Further, the intent of the evaluation is to provide an insight into the effects the PBF project has had in bringing about change in the same output indicators during implementation period. The Evaluation will also be used in future as a benchmark for other similar peacebuilding interventions as it will provide a basis of evidence to inform UNICEF's peacebuilding strategy and feed into Country Strategy Plan, with respect to the performance of partner organizations, lessons learned and best practices.

Evaluation questions are based on the Organization for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) criteria, the evaluation will assess relevance, coherence, likelihood of impact, effectiveness, efficiency and, potential sustainability of the project as well as PBF specific evaluation criteria, which have been adapted to the context including conflict sensitivity, risk tolerance, innovation as well as gender equity and human rights dimensions. The evaluation will be guided by the United Nations Evaluation Group (UNEG)<sup>21</sup> norms and aligned with SWAP (guidance on the SWAP Evaluation Performance Indicator). It will further ensure international good practice for evaluation which offers step-by-step guidance to prepare methodologically robust evaluations and sets out the roles and responsibilities of key evaluation stakeholders at all stages in the evaluation process.<sup>22</sup>

### a. Thematic Scope

The scope of work will include but not limited to uncovering the following in the final evaluation report. The evaluation will cover all project activities delivered from 4th October 2019 – 3rd April 2022 focusing on all project activities delivered during the entire project conceptualization, implementation and exit periods. It will cover the thematic areas as outlined under the four outcomes envisaged as per the results framework. In addition, it will cover cross-cutting issues such as gender equality, human rights and peacebuilding, monitoring and evaluation (M&E), communications, innovation, resource mobilization and strategic partnerships.

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<sup>21</sup> Application to evaluation can be found at <http://www.unevaluation.org/document/detail/1452> - UNEG guidance on integrating gender and human rights more broadly can be found here: <http://www.uneval.org/document/detail/980>.

<sup>22</sup> This has been developed in reference to the UNICEF Template for Evaluation Inception Report and most of the items here have been presented in Section 2.0 The Object of the Evaluation.

The review of the Theory of Change (TOC) of the project will allow for presenting the overarching rationale behind the PBF BCV project and developing the key Evaluation Questions (EQs) and indicators linked to the Theory of Change. While drafting the EQs all expected results for the PBF project shall be considered. The evaluation team will also consider elements not necessarily captured in the Theory of Change as, e.g., policy dialogue, contextual changes and coordination (within the project, GoSS, collaborators, the donor, and UNICEF & UN Joint project agencies) as further possible basis for focused EQs and indicators.

The project Theory of Change is an expression of the log frame, but with a more explicit analysis of the assumptions underlying the theory. In analyzing this, the PBF BCV project theory documents the causal (or results) chain from inputs to outcomes, alternative causal paths will also be identified and it will be established if the theory allows for the major external factors influencing outcomes. This theory-based impact/outcome evaluation design will test the validity of the assumptions. The various links in the chain will be analyzed using a variety of methods, building up an argument as to whether the theory has been realized in practice.

#### **b. Geographical Scope**

The evaluation will target the areas of implementations of Juba, Bor, Pibor, Bentiu, Leer and Aweil and will include the following target groups:

- a. Survivors and victims of conflict, including survivors of sexual and gender-based violence
- b. Men/boys, women/girls, youth, and children from target communities
- c. Local authorities
- d. Traditional and faith leaders
- e. Justice actors
- f. Implementing partners
- g. Government line ministries

## **6.0 EVALUATION FRAMEWORK**

### **6.1 Evaluation Approach**

This evaluation will take a theory-based approach to determine how the PBF BCV has collectively contributed to observed or documented results in South Sudan. The evaluators will reconstruct and critically assess a logic model of how PBF BCV interventions or contributions have resulted in expected results. This evaluation will be carried out in accordance with United Nations evaluation guidelines, OECD/DAC evaluation principles, guidelines, UNICEF Evaluation policy, United Nations Group Evaluation Norms, and Ethical Standards. It will be participatory and consultative involving the project stakeholders and national partners. It will also be inclusive, with meaningful engagement of relevant partners and targeted communities.

### **6.2 Evaluation Questions**

This evaluation exercise shall use the standard OECD/DAC Evaluation Criteria for Evaluation of Development Assistance namely: relevance, coherence, effectiveness, efficiency, sustainability and impact. In addition, the following additional PBF-specific evaluation criteria shall also be assessed by the evaluation: conflict sensitivity, risk-tolerance, innovation, catalytic, COVID-19, as well as gender equity and human rights dimensions.

### **6.3 Evaluation Matrix**

The evaluation matrix presents the evaluation criteria, evaluation question, judgment criteria, indicators, sources of information and methods of data collection. The Evaluation Matrix is presented in Annex 10.2.

## 7.0 METHODOLOGY

**Theory-based approach:** The evaluation will take a theory-based approach to determine how the PBF BCV project has collectively contributed to any observed or documented results in South Sudan. This will critically assess a logic model of how PBF BCV interventions or contributions have resulted in expected results. The theory of change depicts how the interventions supported by the project are expected to contribute to a series of results (outputs and outcomes) that lead to the overall goal of the project. The theory of change will play a central role throughout the evaluation process, from the design and data collection to the analysis and identification of findings, as well as the articulation of conclusions and recommendations. The evaluation team will verify the theory of change and use this theory of change to determine whether changes at output and outcome levels occurred (or not) and whether assumptions about change hold true. The analysis of the theory of change will serve as the basis for the evaluators to assess how relevant, effective, efficient and sustainable the support provided by the project is. The evaluation will follow the United Nations evaluation guidelines OECD/DAC evaluation principles and guidelines and UNICEF Evaluation policy and United Nations Group Evaluation Norms and Ethical Standards.

**A participatory mix-method approach:** The evaluation will be participatory and consultative involving the project stakeholders and national partners. It will also be inclusive, with meaningful engagement of relevant partners. Both qualitative and quantitative data will be collected through secondary and primary data sources. The approach will allow for increased ownership of the process and outcome by all the stakeholders, empower the involved parties, provide room for diverse data collection (qualitative and quantitative) and analysis (systematic and thematic) methods and increase accuracy to local realities that would yield valid evidenced-based results to provide robust direction for improvement of the project impacts efforts for future programming. Validity will be ensured by checking that the results really measure the set indicators and established theory while reliability will be ensured by checking the consistency of the results from different respondents.

## 7.1 METHODOLOGICAL DESIGN

**The Use of Mixed-Evaluation Methods:** The mix-method or multi-pronged approach will entail desk review, qualitative and quantitative techniques which will allow triangulation of results from different data sources and techniques to ensure greater validity of information to generate a robust comprehensive evaluation report. Both quantitative and qualitative data will be gathered through this end of project evaluation exercise. The available relevant documents will be reviewed to capture secondary data which will be triangulated with analyzed primary data (collected through cross-sectional household survey, KIIs and FGDs) based on the study indicators and evaluation questions to produce a robust evaluation report. The evaluation team will focus on the PBF project result framework and project theory of change. The evaluation approach will be in a seamless sequential phase from the inception meeting to the delivery of the final report.

The final project evaluation will be implemented following phases as presented in Table 4 below;

**Table 4: Summary of Evaluation Methodology**

<b>1. Literature Review</b>	Review of relevant literature to improve study design, tools and reporting.	<p>Review of project document and other relevant documents that include:</p> <ul style="list-style-type: none"> <li>• UN Project documents <ul style="list-style-type: none"> <li>- United Nations Cooperation Framework (UNCF) (2019-2022)</li> <li>- UN System Wide Peacebuilding plan 2019-2022</li> <li>- Community mechanisms for peacebuilding in South Sudan</li> <li>- UN Joint Workplans</li> <li>- UNICEF/UNDP/OHCHR annual work plans</li> <li>- PBF project's Narrative proposal;</li> <li>- PBF Project/Donor Narrative Proposal Documents</li> <li>- Joint project documents</li> <li>- Project progress reports/ Donor reports.</li> <li>- Field mission reports</li> <li>- Communication materials generated under the project</li> <li>- Audit reports and spot check reports</li> <li>- Meeting agendas and minutes of joint United Nations working groups</li> </ul> </li> <li>• PBF BCV Project Theory of Change and results framework;</li> <li>• Cooperative Agreement with Donor (UN PBF) and partners - Project grant documents and reports;</li> <li>• Donor Annual narrative reports (Y1&amp;Y2);</li> <li>• Donor semi-annual narrative reports;</li> <li>• PBF BCV database and dashboard;</li> <li>• Relevant in Country Policy and Strategies on Peacebuilding and Conflict Mitigations, Youth and Adolescent Policy;</li> <li>• South Sudan national strategies, policies and action plans <ul style="list-style-type: none"> <li>- South Sudan Vision 2040</li> <li>- National Development Strategy</li> <li>- The South Sudan Humanitarian Response Plans</li> <li>- SSPDF , SPLA-IO, NPSS National Action Plans for ending conflict related sexual violence</li> </ul> </li> <li>• PBF BCV project documents i.e IEC materials-referral pathways, promotional materials, advocacy activities plans;</li> <li>• PBF BCV Project's Baseline Conflict Analysis and Assessment reports;</li> <li>• Highlights of PBF BCV Project management meetings;</li> <li>• Project's technical/financial monitoring reports;</li> <li>• Project's Annual Work plans;</li> <li>• Project's indicator reports and consolidated quarterly annual reports;</li> </ul>	Relevant literature

		<ul style="list-style-type: none"> <li>• Project’s MEAL Operating Manual;</li> <li>• TTs, Training Manuals and modules and reports;</li> <li>• Utility and use of Annual Evaluations and evaluations.</li> <li>• UNEG norms and standards and international good practice for evaluation Recognized principles for assessing the quality of evidence, Internationally Recognized Evaluation Norms and Ethical Standards; OECD/DAC evaluation principles and guidelines and DAC Evaluation Quality Standards and criteria expectations.</li> <li>• SWAP guideline</li> <li>• UNICEF internal Evaluation Policy, Frameworks, quality standards, and approaches,</li> <li>• UN ’s Child Safeguarding Policy;</li> <li>• The UN Secretary General’s Bulletin on Special Measures</li> <li>• Consultancy TOR.</li> <li>• Any relevant available document.</li> </ul>	
<b>2. Qualitative</b>	<p>Serves to capture the target subjects’ experiences, opinions and attitudes. These target people include; Project Implementers, Policy Formulators and Change Agents in the community.</p>	<ul style="list-style-type: none"> <li>• Use of group discussions with key target populations that includes men/boys, women/girls, youth, and children from target communities - as enumerated in the TOR.</li> </ul>	Focus Group Discussion
		<p>Also entails face-to-face interviews with Key Informants or experts drawn from:</p> <ul style="list-style-type: none"> <li>• UN Joint Programme Agencies In-Country Management (UNICEF, UNDP, OHCHR);</li> <li>• Donor (PBF) representatives – RCO as focal point;</li> <li>• Technical Working Group of UN agencies –staff – (UN participating agencies’ staff from RCO, UNDP, UNICEF, OHCHR and UNICEF, M&amp;E working group, representatives of the national Government of South Sudan, non-governmental implementing partners, separate UN entities invited to participate in the reference group);</li> <li>• Implementing UN agencies PBF BCV Project field team;</li> <li>• UN entities such as UNMISS and UNCT members;</li> <li>• Collaborating Partners – <ul style="list-style-type: none"> <li>- Government: Ministry of Gender, Child and Social Welfare (MoGCSW), Ministry of Justice and Constitutional Affairs (MoJCA), Ministry of Interior (MoI) and Ministry of General Education and Instruction (MoGEI).</li> <li>- Justice Actors - the Judiciary of South Sudan (JOSS) and state-level Governments, National Police Service (SSNPS),</li> <li>- Local authorities</li> <li>- National NGOs/CSOs - Greater Upper Nile Organization (GUNO), Children Charity Organization (CCO), Women Vision (WV), Mercy Corps (MC), War Child Holland (WCH), Mobile</li> </ul> </li> </ul>	Unstructured in-depth interview

		Theatre Team (MTT); - The University of Juba, - Traditional leaders/chiefs, and - Individual consultants - Community discussion leaders (CDLs) representatives, - Local institutions (community-based organisations, women’s groups, youth groups, community administrators and religious leaders;	
<b>3. Participatory</b>	Ensures topics of investigation are relevant to the target groups and instils a sense of ownership of the measurement process and information collected.	<ul style="list-style-type: none"> <li>• Use of group discussions with key target populations of men/boys, women/girls, youth, and children from target communities.</li> </ul>	Focus Group Discussion
		<ul style="list-style-type: none"> <li>• Face-to-face interviews with key target groups mentioned above.</li> <li>• Participatory sessions with beneficiaries.</li> </ul>	Structured Instruments
		Face-to-face interviews with key informants or experts as shown above	Unstructured in-depth interview guides

### 7.1.1 Data Collection Methods

The data will be collected through desk review which will gather secondary data, both qualitative and quantitative, qualitative techniques through FGD and KIIs, and quantitative techniques through cross-sectional household survey.

#### a. Desk review

This methodology involves review and analysis of available relevant documentation, data and information from secondary sources (both qualitative and quantitative) on PBF BCV project thematic sectors. The desk review will achieve four things:

- Provide the initial data and information required to design and better target data collection instruments (semi-structured questionnaires for KIIs, FGD guides and household survey tool) and data gaps that would be gathered through primary sources, thereby providing robust direction to primary research.
- Provide information to fine-tune methodology, sampling and survey plan
- Enable precise mapping of stakeholders who will be consulted in KIIs, FGDs and household survey.
- Provide data and information based on the implemented indicators which will be measured against baseline/midline surveys – the data and information would further be used for confirmation and triangulation of results collected through primary methods mentioned above. The reviewed documents are presented in the Annexes.

#### b. Key Informant Interviews (KIIs):

The consultant will carry out interviews by use of semi-structured questionnaire with persons strategically placed to possess vital perspectives and insights on the content and implementation of the

PBF project activities based on an initial mapping of key stakeholders in the project. All KIIs will involve two people - the enumerator and respondent observing social distancing and each wearing masks. Depending on preference, key informants with access to email will receive emailed questionnaires for self-administration depending on access to internet while the rest will be interviewed face-to-face or through virtual platforms. The informants have been identified in consultation with the client as presented in Table 6 below and the annexes.

**Table 5: List of Key Informant Interviews**

Category	Stakeholder group	Number of interviews
Implementers	UN Joint Project Agencies In-Country Management (UNICEF, UNDP, OHCHR);	3 (at national levels)
	Technical Working Group of UN agencies –staff – (UN participating agencies’ staff from RCO, UNDP, UNICEF, OHCHR and UNICEF, M&E working group, representatives of the national Government of South Sudan, non-governmental implementing partners, separate UN entities invited to participate in the reference group).	10 (at national levels)
	Donor (PBF) representatives – RCO as focal point	1 (per organization)
	Implementing UN Joint Agencies PBF Project field team	12 (1 at National and 1 Field levels)
	Implementing Partner – International NGOs and CSOs representatives of - Greater Upper Nile Organization (GUNO), Children Charity Organization (CCO), Women Vision (WV), Mercy Corps (MC), War Child Holland (WCH), Mobile Theatre Team (MTT);	12 (2 per organization level)
Change Actors	Government: Ministry of Gender, Child and Social Welfare (MoGCSW), Ministry of Justice and Constitutional Affairs (MoJCA), Ministry of Interior (Mol) representatives.	9 (2 per department)
	Justice Actors - the Judiciary of South Sudan (JOSS) and state-level Governments, National Police Service (SSNPS) representatives.	9 (2 per department)
	Local institutions (community-based organisations, women’s groups, youth groups, community administrators and religious leaders	12 (2 per project location/community)
	Traditional leaders/chiefs, and religious leaders	12 (2 per project location/community)
	Community discussion leaders (CDLs) and Community Action Groups representatives	12 (2 per project location/community)
	Local authorities’ representatives,	6 (1 per county)
	The University of Juba and individual consultants	4 (2 per project location/community)
	UN entities such as UNMISS and UNCT members representatives;	2 (1 per organization)
<b>Total</b>		<b>104</b>

**c. Focus Group Discussions (FGDs):**

This evaluation will employ Focus Group Discussions (FGD) with purposively selected participants from both primary and secondary beneficiaries and other stakeholders with age and gender separately for the purpose of validating the information got from the other data collection methods. The group shall consist of 6-8 participants who are direct beneficiaries of PBF BCV Projects interventions including women, adolescent, youth and children. With the consent of the participants, the groups will be

responding to a checklist of issues, focusing on the support given by the project and all the responses will be aggregated and analyzed. The FGDs will be conducted by a moderator (facilitators who are the evaluation consultants) and a note taker (rapporteur). The distribution of the FGD participants is as presented in Table 6 below.

**Table 6: Distribution of FGD Participants**

Country	Project Site	Target Group	Number of FGDs
South Sudan	Randomly selected communities in project locations in Aweil, Juba, Leer Bor, Pibor and Bentiu	Direct beneficiaries of men/boys, women/girls, youth, and children <sup>23</sup>	10 (2 each in Aweil, Juba, Leer Bor, Pibor and Bentiu)
		Community discussion leaders (CDLs), Community Action Groups and Community Volunteers	5 (1 each in Aweil, Juba, Leer Bor, Pibor and Bentiu)
<b>Total</b>			<b>15</b>

**Note:** For the FGD with children, informed consent will be sought from the parents/legal guardians/caretakers before engaging the children. The FGDs will be conducted in the presence of a child protection officer (staff) to ensure children’s well-being.

### 7.1.2 Study Population, Sample size, sampling technique and selection procedure

For the qualitative study, purposive sampling method will be employed in selecting the FGD participants and Key Informants who would provide in-depth information related to the project objectives. The sampling frame for qualitative has already been discussed and a list of stakeholders suggested by the consultant which will be approved by UNICEF Project Manager, TWG and UN ERG. The sample has been drawn in consultation with UNICEF country office based on the sampling frame of UNICEF’s PBF BCV Project stakeholders.

The sample will be *random and purposively selected for the evaluation survey to achieve the heterogeneity of the respondents*. As per the TOR, access challenges are foreseen which may potentially hinder both, random access and the needed sample size of beneficiaries and therefore not achieving the representativeness. We will draw the sample based on the sample frame of PBF BCV’s project beneficiary database of across the country and our proposed sample size will reflect on the Baseline survey for comparison purposes.

The samples will be stratified by geographic areas, at a minimum this must be the project sites – and results will be presented at both the community and county strata level and the combined project level. The consultant will ensure that this criterion for choosing beneficiaries shall achieve the highest possible heterogeneity.

### 7.1.3 Design of Data Collection Tools

Data collection tools or the survey instruments have been designed in English to address information needs and expectations of the TOR which is fundamental to the collection of quality data. The study tools will remain in English but during the training of enumerators translation of specific words/questions will be agreed upon for common understanding of the tools. Questions in the survey

<sup>23</sup> Reached through dialogue and trust building mechanisms have increased and lead to a reduction in violence and conflict, and enhanced trust in the formal law enforcement system leading to a stronger social contract between the state and its children and youth.

instruments have been worded in such a way that they are easily understood by interviewees and seek information that responds to the needs of the Evaluation TOR. The study tools (Annex 10.4) have been designed for review and approval by UNICEF the Convening Agency, TWG and UN ERG to ensure their requirements are incorporated.

The interview protocols and checklists for qualitative study through the use of KIIs and FGDs (*Annex 10.4.1*) have been developed using open-ended questions covering all aspects of the evaluation objectives. Extensive field notes will be collected through open discussions with target stakeholders using the qualitative study guides. The tools will be piloted to test for consistency, flow of questions, language acceptability and enumeration time of which the findings will be shared with UNICEF and Evaluation Reference Group (ERG) and an advisory group of representatives from the partners, implementing partners for discussions and incorporation. A team of independent external evaluators will conduct the evaluation and prepare an evaluation report in conformity with the terms of terms of reference.

#### **7.1.4 Training of Research Team**

The training of research assistants and data clerks, on the data collection process, good practices in interviewing techniques, survey instruments and the data entry form will be done to ensure quality data is captured. All survey personnel will be trained and provided with manuals describing what is expected of them in their respective tasks of data collection and capturing. The aim of the training is to ensure that all research assistants thoroughly understand the purpose of the evaluation, survey instruments, and ask questions in a manner that will convey the same message to respondents. Data collection personnel will be trained on data collection procedures, interview techniques, proper recording of responses, and management of risks and challenges that may emerge during data collection. The training of the enumerators will be conducted by the lead evaluator and will include, but not limited to the following;

- Description of the End of Project Evaluation to the research assistants;
- Description of the evaluation instruments; and
- Role play - where trainees used questionnaires to rehearse interviews by interviewing each other.

#### **7.1.5 Data Processing and Analysis**

The consultant will aggregate all the data that will emerge from all the sources (secondary and primary). A thorough analysis will then be done which will produce a report in prose, pictures, computer generated charts, graphs and tables, the consultant will ensure minimum data analysis procedure requirements. The quantitative data will be collected either through CAPI or PAPI depending on availability of the tablets. If collected through the tablets, the data will be sent to the server on a daily basis and the consultant will ensure quality checks every evening while if collected through PAPI, then the quantitative data will be entered cleaned and analyzed using SPSS. Before analysis, quantitative data will be cleaned at 3 stages;

1. During field data collection, the consultant working closely with the survey supervisors will check through all completed questionnaires (on a daily basis) to ensure any mistakes are corrected before the data collection team leaves the field;

2. During data entry, the consultant will randomly sample questionnaires and cross-check their electronic records to ensure data has been entered correctly. The missing data will be treated as non-response and the rows with missing values deleted. Only valid frequencies and percentages will be used in computing the variables with missing values and;
3. Before analysis, the consultant will perform cross-tabulations of related variables to ensure consistency, investigate the internal logic between related variables and correct any mistakes before actual data analysis commences. Both descriptive (measure of frequency and central tendency) and inferential statistics (regression analysis) will be generated during analysis.

Quantitative data from the PBF BCV project documents will be analyzed and presented in various forms including narratives, graphs and charts. Quantitative data shall be analyzed using SPSS standard packages to generate frequencies and, correlations and Chi-square tests used to portray relationship between the different study variables.

Qualitative data will be analyzed using data reduction methods. Where possible, responses from key informants and FGDs will be presented verbatim (as said by respondents) in the reports. The transcripts of the focus group discussions will be typed in word and analyzed using NUDIST (Non-numeric Unstructured Data Indexing, Searching Theory building) a computer package designed to aid users in handling non -numeric and unstructured qualitative analysis, by supporting processes of coding data in an index system. It also helps in text searching or searching patterns of coding and theorizing about data along the major research themes. Alternatively, content analysis will also be used to analyze data gathered through FGDs using emerging themes and issues highlighted by different stakeholders to generate a detailed report on the subject of interest.

All through the data processing and analysis, the consultant will apply gender perspectives into all information analysis for the report. Results will be presented in tables and charts which will display underlying patterns and characteristics in a manner easy to interpret and understand.

#### **7.1.6 Evaluation Limitations**

There are some challenges and difficulties expected during the execution of the evaluation which have been mitigated by the consultant as follows;

- Unavailability or inaccessibility of data (documents) especially with the implementing partners when carrying out the project analysis or assessment.
- Owing to their busy schedules, some of the target respondents mainly drawn from the *key informant group* may not be immediately available within the proposed set timelines necessitating fieldwork to take longer than anticipated. This may be a cause for concern with regard to meeting the study timelines, nevertheless the consultant will pull all stops to ensure that the evaluation is successfully concluded in time.
- Due to insecurity in some parts of the project locations and inaccessibility during the rainy seasons, the evaluation may only cover the accessible and secure locations making it difficult to generalize the evaluation findings.

### **7.1.7 Management of the Limitations**

In light of the anticipated limitations and challenges in carrying out this evaluation, the consultant will observe the following:

- Communicate in advance through UNICEF staffs/Field Officer and or implementing partners/actors and share with them the evaluation work schedule so that they are available during the time of interviews more specifically for the target key informants.
- Ensure proper and timely communication to the target institutions prior to field work. i.e. UNICEF and implementing partners will be expected to communicate to the target respondents and partners on the ground about the purpose of the evaluation and their expected roles and responsibilities prior to the commencement of the assignment.
- The evaluation team will use security updates and protocols provided by UNICEF and other implementing partners so as to cover the whole of the project locations as much as possible.
- The evaluation will use the local enumerators (research assistants) from the project locations so as to be able to access all the project locations.

## 7.2 EVALUATION NORMS AND ETHICAL CONSIDERATIONS

The evaluation team will adhere to the following UN and UNICEF norms and standards and clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process as stipulated in the proposal.

### 7.2.1 Evaluation Norms and Standards

The evaluation team will abide by and adhere to the UNEG Norms and Standards for Evaluation (2016)<sup>24</sup> as illustrated in the table 8 below;

**Table 7: UNEG Norms for Evaluation**

<p>NORM 1: Internationally agreed principles, goals and targets</p>	<p>1: Within the United Nations system, it is the responsibility of evaluation managers and evaluators to uphold and promote, in their evaluation practice, the principles and values to which the United Nations is committed. In particular, they shall respect, promote and contribute to the goals and targets set out in the 2030 Agenda for Sustainable Development.</p>
<p>NORM 2: Utility</p>	<p>2: In commissioning and conducting an evaluation, there shall be a clear intention to use the resulting analysis, conclusions or recommendations to inform decisions and actions. The utility of evaluation is manifest through its use in making relevant and timely contributions to organizational learning, informed decision-making processes and accountability for results. Evaluations could also be used to contribute beyond the organization by generating knowledge and empowering stakeholders.</p>
<p>NORM 3: Credibility</p>	<p>3: Evaluations must be credible. Credibility is grounded on independence, impartiality and a rigorous methodology. Key elements of credibility include transparent evaluation processes, inclusive approaches involving relevant stakeholders and robust quality assurance 11 Norms and Standards for Evaluation systems. Evaluation results (or findings) and recommendations are derived from — or informed by — the conscientious, explicit and judicious use of the best available, objective, reliable and valid data and by accurate quantitative and qualitative analysis of evidence. Credibility requires that evaluations are ethically conducted and managed by evaluators that exhibit professional and cultural competencies.</p>
<p>NORM 4: Independence</p>	<p>4: Independence of evaluation is necessary for credibility, influences the ways in which an evaluation is used and allows evaluators to be impartial and free from undue pressure throughout the evaluation process. The independence of the evaluation function comprises two key aspects — behavioural independence and organizational independence. Behavioural independence entails the ability to evaluate without undue influence by any party. Evaluators must have the full freedom to conduct their evaluative work impartially, without the risk of negative effects on their career development, and must be able to freely express their assessment. The independence of the evaluation function underpins the free access to information that evaluators should have on the evaluation subject.</p> <p>Organizational independence requires that the central evaluation function is positioned independently from management functions, carries the responsibility of setting the evaluation agenda and is provided with adequate resources to conduct its work. Organizational independence also necessitates that evaluation managers have full</p>

<sup>24</sup> UNEG Norms and Standards for Evaluation (2016): Available from [www.uneval.org/document/detail/1914](http://www.uneval.org/document/detail/1914)

		discretion to directly submit evaluation reports to the appropriate level of decision-making and that they should report directly to an organization's governing body and/or the executive head. Independence is vested in the Evaluation Head to directly commission, produce, publish and disseminate duly quality-assured evaluation reports in the public domain without undue influence by any party.
NORM 5: Impartiality		<p>The key elements of impartiality are objectivity, professional integrity and absence of bias. The requirement for impartiality exists at all stages of the evaluation process, including planning an evaluation, formulating the mandate and scope, selecting the evaluation team, providing access to stakeholders, conducting the evaluation and formulating findings and recommendations.</p> <p>Evaluators need to be impartial, implying that evaluation team members must not have been (or expect to be in the near future) directly responsible for the policy setting, design or management of the evaluation subject.</p>
NORM 6: Ethics		Evaluation must be conducted with the highest standards of integrity and respect for the beliefs, manners and customs of the social and cultural environment; for human rights and gender equality; and for the 'do no harm' principle for humanitarian assistance. Evaluators must respect the rights of institutions and individuals to provide information in confidence, 12 United Nations Evaluation Group must ensure that sensitive data is protected and that it cannot be traced to its source and must validate statements made in the report with those who provided the relevant information. Evaluators should obtain informed consent for the use of private information from those who provide it. When evidence of wrongdoing is uncovered, it must be reported discreetly to a competent body (such as the relevant office of audit or investigation).
NORM 7: Transparency		Transparency is an essential element of evaluation that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability. Evaluation products should be publicly accessible
NORM 8: Human rights and gender equality		The universally recognized values and principles of human rights and gender equality need to be integrated into all stages of an evaluation. It is the responsibility of evaluators and evaluation managers to ensure that these values are respected, addressed and promoted, underpinning the commitment to the principle of 'no-one left behind'.
NORM 9: National evaluation capacities		The effective use of evaluation can make valuable contributions to accountability and learning and thereby justify actions to strengthen national evaluation capacities. In line with General Assembly resolution A/RES/69/237 on building capacity for the evaluation of development activities at the country level, national evaluation capacities should be supported upon the request of Member States.
NORM 10: Professionalism		Evaluations should be conducted with professionalism and integrity. Professionalism should contribute towards the credibility of evaluators, evaluation managers and evaluation heads, as well as the evaluation function. Key aspects include access to knowledge; education and training; adherence to ethics and to these norms and standards; utilization of evaluation competencies; and recognition of knowledge, skills and experience. This should be supported by an enabling environment, institutional structures and adequate resources.

### 7.2.2 UNEG Standards for Evaluation

The evaluation team will abide by and adhere to the UNEG Standards for Evaluation (2016)<sup>25</sup> as illustrated in the Table 9 below;

<sup>25</sup> UNEG Norms and Standards for Evaluation (2016): Available from [www.uneval.org/document/detail/1914](http://www.uneval.org/document/detail/1914);

**Table 8: UNEG Standards for Evaluation**

<p>Standard 1: Institutional Framework</p>	<p>STANDARD 1.1: Institutional framework for evaluation. The organization shall have an adequate institutional framework for the effective management of its evaluation function.</p> <p>STANDARD 1.2: Evaluation policy. Organizations shall establish an evaluation policy that is periodically reviewed and updated in order to support the evaluation function's increased adherence to the UNEG Norms and Standards for Evaluation</p> <p>STANDARD 1.3: Evaluation plan and reporting. Evaluations shall have a mechanism to inform the governing body and/or management on the evaluation plan and on the progress made in plan implementation.</p> <p>STANDARD 1.4: Management response and follow up. The organization shall ensure that appropriate mechanisms are in place to ensure that management responds to evaluation recommendations. The mechanisms should outline concrete actions to be undertaken in the management response and in the follow-up to recommendation implementation.</p> <p>STANDARD 1.5: Disclosure policy. The organization shall have an explicit disclosure policy for evaluations. To bolster the organization's public accountability, key evaluation products (including annual reports, evaluation plans, terms of reference, evaluation reports and management responses) should be publicly accessible.</p>
<p>Standard 2: Management of the Evaluation Function</p>	<p>STANDARD 2.1: Head of evaluation. The head of evaluation has the primary responsibility for ensuring that UNEG Norms and Standards for Evaluation are upheld, that the evaluation function is fully operational and duly independent, and that evaluation work is conducted according to the highest professional standards.</p> <p>STANDARD 2.2: Evaluation guidelines. The head of evaluation is responsible for ensuring the provision of appropriate evaluation guidelines.</p> <p>STANDARD 2.3: Responsiveness of the evaluation function the head of evaluation should provide global leadership, standard setting and oversight of the evaluation function in order to ensure that it dynamically adapts to new developments and changing internal and external needs.</p>
<p>Standard 3: Evaluation Competencies</p>	<p>STANDARD 3.1: Competencies. Individuals engaged in designing, conducting and managing evaluation activities should possess the core competencies required for their role in the evaluation process.</p> <p>STANDARD 3.2: Ethics. All those engaged in designing, conducting and managing evaluations should conform to agreed ethical standards in order to ensure overall credibility and the responsible use of power and resources.</p>
<p>Standard 4: Conduct of Evaluations</p>	<p>STANDARD 4.1: Timeliness and intentionality. Evaluations shall be designed to ensure that they provide timely, valid and reliable information that will be relevant to the subject being assessed and should clearly identify the underlying intentionality.</p> <p>STANDARD 4.2: Evaluability assessment. An assessment of evaluability shall be undertaken as an initial step to increase the likelihood that an evaluation will provide timely and credible information for decision-making.</p> <p>STANDARD 4.3: Terms of reference. The terms of reference shall provide the evaluation</p>

purpose, scope, design and plan.

STANDARD 4.4: Evaluation scope and objectives Evaluation scope and objectives shall follow from the evaluation purpose and should be realistic and achievable in light of resources available and the information that can be collected.

STANDARD 4.5: Methodology Evaluation methodologies must be sufficiently rigorous such that the evaluation responds to the scope and objectives, is designed to answer evaluation questions and leads to a complete, fair and unbiased assessment.

STANDARD 4.6: Stakeholder engagement and reference groups Inclusive and diverse stakeholder engagement in the planning, design, conduct and follow-up of evaluations is critical to ensure ownership, relevance, credibility and the use of evaluation. Reference groups and other stakeholder engagement mechanisms should be designed for this purpose.

STANDARD 4.7: Human rights-based approach and gender mainstreaming strategy. The evaluation design shall include considerations of the extent to which the United Nations system's commitment to the human-rights based approach and gender mainstreaming strategy was incorporated in the design of the evaluation subject.

STANDARD 4.8: Selection and composition of evaluation teams the evaluation team shall be selected through an open and transparent process, taking into account the required competencies, diversity in perspectives and accessibility to the local population. The core members of the team should be experienced evaluators.

STANDARD 4.9: Evaluation report and products. The final evaluation report shall be logically structured and contain evidence-based findings, conclusions and recommendations. The products emanating from evaluations should be designed to the needs of its intended users.

STANDARD 4.10: Recommendations shall be firmly based on evidence and analysis, clear, results-oriented and realistic in terms of implementation.

STANDARD 4.11: Communication and dissemination Communication and dissemination are integral and essential parts of evaluations. Evaluation functions shall have an effective strategy for communication and dissemination that is focused on enhancing evaluation use.

### 7.2.3 Ethical Guidelines for Evaluation (UNEG)

The evaluation team will abide by and adhere to the Ethical Guidelines for UN Evaluations (2008)<sup>26</sup> as elaborated herein. In 2008, the United Nations Evaluation Group (UNEG) formally approved its Ethical Guidelines in Evaluation and Code of Conduct for Evaluation in the UN System. The ethical principles outlined below are firmly grounded in, and build on, the 2016 UNEG Norms and Standards for Evaluation that provide the agreed normative principles to be upheld in the conduct, management and governance of evaluation. The ethical principles of integrity, accountability, respect and beneficence are forward-looking and help UNEG members fulfill their common mission, in support of the 2030 Agenda for Sustainable Development and for the good of the world's peoples. The principles are

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<sup>26</sup> Ethical Guidelines for UN Evaluations (2008): Available from [www.unevaluation.org/document/detail/102](http://www.unevaluation.org/document/detail/102)

interlinked and mutually reinforcing. They underpin and inform the application of the 2016 UNEG Evaluation Competency Framework and the 2014 UNEG guidance on integrating human rights and gender equality in evaluations. They are based on the recommendations from the 2019 UNEG Mapping and Review of Evaluation Ethics.

## **Principles of Ethics in Evaluation**

The evaluation will comply and adhere to the four UNEG guiding ethical principles for evaluation - integrity, accountability, respect and beneficence.

### **i) Integrity**

INTEGRITY is the active adherence to moral values and professional standards, which are essential for responsible evaluation practice. Integrity in evaluation requires:

- Honesty and truthfulness in communication and actions.
- Professionalism based on competence, commitment, ongoing reflective practice and credible and trustworthy behaviour.
- Independence, impartiality and incorruptibility. These are interdependent and mutually reinforcing. They mitigate or prevent conflicts of interest, bias or undue influence of others, which may otherwise compromise responsible and professional evaluation practice.

### **ii) Accountability**

ACCOUNTABILITY is the obligation to be answerable for all decisions made and actions taken; to be responsible for honouring commitments, without qualification or exception;<sup>7</sup> and to report potential or actual harms observed through the appropriate channels. Accountability in evaluation requires:

- Transparency regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- Responsiveness as questions or events arise, adapting intentions and plans as required. Where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified, it must be referred to appropriate channels.
- Taking responsibility for meeting the evaluation purpose and for actions taken, for exercising due care and for ensuring redress and recognition as needed.
- Justifying and fairly and accurately reporting to stakeholders (including affected people) decisions, actions and intentions.

### **iii) Respect**

RESPECT involves engaging with all stakeholders of an evaluation in a way that honours their dignity, well-being and personal agency while being responsive to their sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability and to cultural, economic and physical environments. Respect in evaluation requires:

- Access to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that can impede access such as sex,

gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.

- Meaningful engagement and fair treatment of all relevant stakeholders in the evaluation processes from design to dissemination, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- Fair representation of different voices and perspectives in evaluation products.

#### **iv) Beneficence**

BENEFICENCE means striving to do good for people and planet while minimizing harms arising from evaluation as an intervention. Beneficence in evaluation requires:

- Explicit and ongoing consideration of risks and benefits from evaluation processes, products and longer-term consequences.
- Maximizing benefits at systemic (including environmental), organizational and projectmatic levels.
- Doing no harm and not proceeding with an evaluation when harms cannot be mitigated.
- Ensuring evaluation makes an overall positive contribution to human and natural systems and to the mission of the United Nations.

#### **Working with Stakeholders and 'Do No Harm' (Non-Maleficence)**

Beneficence means that it is necessary to achieve a compromise between the risks an evaluation exposes stakeholders to, on the one hand, and maintaining the social change objectives of the evaluation on the other. Every possible measure should be undertaken to ensure that no stakeholder be put in danger through an evaluation. There are many types of harm to anticipate and consider in evaluations. Examples include discomfort, embarrassment, intrusion, and devaluation of worth, unmet expectations, stigmatization, physical injury, distress and trauma. Political and social factors may also jeopardize the safety of participants before, during or after an evaluation. While 'do no harm' applies to all settings and all stakeholder groups, it is a particularly important concept in conflict settings and when working with the least powerful. In these circumstances, a double safety net needs to be in place. This involves the usual considerations plus additional consideration to avoid further perpetuation of exclusion, unmet expectations and distress. Beyond harm to participants, the 'do no harm' principle also requires consideration of potential harm to evaluators themselves, particularly in terms of safety, potential trauma, culture shock and availability of emotional support. Conversely, there may be situations where powerful stakeholders seek to divert evaluator attention away from potentially confronting or examining uncomfortable areas or truths under the guise of 'do no harm'. Evaluators need to apply professional scepticism and watch out for risks, but also proceed without fear or favour and carefully, respectfully and intelligently uncover those truths. In turn, evaluators must ensure that they use the principle appropriately and not to shy away from difficult conversations.

#### **Ethical and Responsible Data Management**

United Nations, Data Strategy of the Secretary-General for Action by Everyone, Everywhere with Insight, Responsible data management should include specific guidelines on:

1. Collecting only data that are needed and will create value.

2. The protection and privacy of personal data in any form, processed in any manner, with caution when processing data of vulnerable or marginalized individuals or groups.
3. Data governance to clarify data roles, responsibilities, standards and protocols and to ensure accountability for data assets, insights and actions.
4. Transparent management of data and analytical products by ensuring that evaluation outputs are comprehensible and traceable.
5. Secure and safe data collection, storage and use, with careful management of data leakage or breaches of confidentiality.
6. Data usage that is responsible and impartial and respects, protects and promotes human rights and as appropriate international standards. This includes eliminating bias and not discriminating based on gender, race, religion or any other factor.
7. Other aspects of data management, as applicable, with reference to the Personal Data Protection and Privacy Principles adopted by the United Nations High-Level Committee on Management.

Understandably, the research ethics matter for scientific integrity, human rights and dignity, and collaboration between science and society. These principles make sure that participation in studies is voluntary, informed, and safe for research participants. The Evaluation team will consider a set of principles that guide research designs and practices Ethical considerations in research as discussed above and further here below. The evaluation team will always adhere to the set code of conduct when collecting data from the target communities.

The key ethical considerations will work to: *i) protect the rights of evaluation participants, ii) enhance evaluation validity, and iii) maintain scientific integrity.* The evaluation team will consider employing ethical research methods and procedures to prevent permanent or excessive harm to participants, whether inadvertent or not and to give credibility to the evaluation findings. The children will be part of this evaluation since they were part of the key beneficiaries and will therefore be interviewed. Ethical measures will be put in place including parental/legal guardian consenting and presence of child officer to ensure safety of the children.

Prior to data collection, the evaluation team will submit the evaluation design, methodology and data collection tools and protocols in-country review board to check the evaluation objectives, design and questions for ethically acceptability and code of conduct adherence. The following summary of 10 ethical principles and guidelines for the research will be applied at all stages of the research;

- The study shall have social and scientific value,
- The study will have scientific validity,
- Participant selection will be fair and transparent,
- Study participants will be protected from harm,
- Evaluators will remain main objective,
- The study team will commit to independent review,
- All study participation will be voluntary,
- Respect for potential and enrolled participants,
- Confidentiality, anonymity and data protection,
- All participation will be voluntary and no compensation will be paid.

The evaluation team will put in place specific safeguards and protocols to protect the safety (both physical and psychological) of respondents and those collecting the data as well as to prevent harm.

This will ensure the rights of the individual are protected and participation in the evaluation does not result in further violation of their rights. There will be a plan in place to:

- a. Protect the rights of respondents, including privacy and confidentiality;
- b. Elaborate on how informed consent will be obtained and to ensure that the names of individuals consulted during data collection will not be made public;
- c. Where children are involved (under 18 years old) the evaluator will consider additional risks and need for parental/legal caregivers' consent;
- d. The evaluators are trained in collecting sensitive information and specifically data relating to violence against women and select any members of the evaluation team on these issues.
- e. Data collection tools will be designed in a way that is culturally appropriate and does not create distress for respondents;
- f. Data collection visits shall be organized at the appropriate time and place to minimize risk to respondents;
- g. The interviewer or data collector will be able to provide information on how individuals in situations of risk can seek support (referrals to organizations that can provide counseling support, for example).

The evaluation team will adhere to the following UN and UNICEF norms and standards, ethical issues and approaches as clearly identified, as well as the processes for ethical review and oversight of the evaluation process. We note that copies of all these documents will be provided upon request:

- i. United Nations Evaluation Group (UNEG) Standards for Evaluation in the UN System.
- ii. United Nations Evaluation Group (UNEG) Norms for Evaluation in the UN System, including impartiality, independence, quality, transparency, consultative process.
- iii. Ethical Guidelines for UN Evaluations and the UNICEF procedure for ethical standards in research, evaluation, data collection and analysis will guide the overall process.
- iv. UNICEF adapted evaluation report standards and GEROS.
- v. The evaluation shall incorporate the human rights-based and gender perspective and be based on results-based management principles and logical framework analysis.
- vi. The evaluation team will clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in the proposal and inception report. Owing to the envisaged participation of human subjects in the evaluation, the evaluation team shall seek the in-country ethical review board approval.

The evaluation team will ensure the design and implementation of the final evaluation considers and abides by UN's *Do No Harm* protection principles. This means, for example, ensuring the UN Joint Agency core stakeholders of vulnerable populations or community members, youths and women are at the center of the research, that principles of gender equality, inclusion and non-discrimination are considered and acted upon throughout, and that the meaningful participation of youth and women and other key stakeholders is promoted in the design and implementation of the baseline. We will set out our approach to research ethics and protocols in regard to ensuring complete compliance with international good practice particularly with regards to safeguarding children, vulnerable groups (including people with disabilities) and those in fragile and conflict affected states.

The team will ensure that the evaluation report shall describe mechanisms and measures that were implemented to ensure that the evaluation process conformed to relevant ethical standards including but not limited to informed consent of children and other participants, privacy and confidentiality

considerations. In undertaking the assignment, we will convey the purpose of the evaluation clearly to all stakeholders and target groups. We shall ensure to obtain informed consent from the participants after informing the target groups of evaluation purpose, rights and obligations of participating in the evaluation and agree to participate voluntarily. The interviews will be set in a safe environment with female interviewers undertaking the moderations due to the sensitivity of the interviews.

The evaluation team will comply with the UN's Quality Standards and Principles for assessing the quality of evidence; internationally recognized Ethical Guidelines for Evaluation and UN various policies and sign to it as a sign of our commitment. As per the Organization for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) criteria, the evaluation will assess relevance, effectiveness and efficiency; potential sustainability of the project. The consultant shall commit to respect UN's Risk Management Policies including: Child Safeguarding Policy, Safety and Security Policy and Anti-Fraud/Corruption Policy, Whistle Blowing Policy. The consultant immediately agrees to respect all specific security instructions of UN and based on UN security analysis and knowledge of the zone and those involved there. The consultant shall commit to inform supervisors and to deal with any cases, allegations, or possibility of transgression, even potential, of the UN Risk Management Policies.

Additionally, the evaluation will take care of standard operating procedures for safety and security according to UNICEF security guidelines while working in the field. We understand that we are solely responsible for the final product by adhering to professional standards and language, particularly that which may relate to the protection of staff and operations. Data collection and storage will be in line with EU privacy regulations (GDPR), and comply with UNICEF's Child Safeguarding Policy, including informed consent of children, parents, teachers and other participants. We are cognizant to the fact that UNICEF and the UN Joint Agencies hold the right to all the data and reports produced from this evaluation.

## 8.o QUALITY ASSURANCE

The consultant will ensure **data quality control (QC)** through ensuring that the validity and informative results from evaluation depend on data that are of high enough quality and sufficiently robust to address the evaluation questions posed. Data elements vary in their importance but having valid data regarding key descriptors of the population, the intervention, and primary outcome measures will be essential to the success of this evaluation. Equally important, and sometimes a trade-off given limited resources, is having a large enough sample size and number of outcome events to obtain a sufficiently narrow estimate of the intervention effect. Modest amounts of random errors in data will not usually affect the interpretability of the results, as long as there are sufficient numbers of outcome events. However, systematic errors can invalidate the evaluation's results.

Data **quality control (QC)** will be pivotal in this assignment, from the development of evaluation tools to reporting as follows:

- Reviewing of the TOR to capture all the assignment deliverables.
- The data collection approach and methodology and procedures are clearly presented and appropriate.
- Involving the stakeholders – UNICEF, TWG and UN ERG in the evaluation tool preparations and approvals.
- Ensuring the evaluation or the measurement instruments is appropriate given the study's variables; and the scoring method will be clearly defined.
- Formulating gender sensitive and acceptable questions to capture gender equity, equality and mainstreaming.
- The development and content of the instrument are sufficiently described or referenced and are sufficiently detailed to permit the study to be replicated.
- Ensuring unbiased recruitment and retention of evaluation participants.
- Ensuring gender balance in recruitment of the enumerators and appropriate & sufficient training of the data collectors.
- Collect the data in adherence to internationally recognized research ethics, norms and standards.
- The use of logic checks during data entry to increase the accuracy of data entry
- Ensuring sensible and sequential definitions of analytic variables while reporting.
- Ensuring data quality control is described and adequate.
- Ensuring the data set is sufficiently described or referenced.

In addition, if possible, at least a validation workshop will be held to discuss this evaluation attended by various stakeholders included, beneficiary representatives, local administrators, civil society actors, government representatives, NGO representatives, and gender activists among others. The draft report will be shared with them and feedback from the workshops accommodated in the final report.

## 9.0 WORK PLAN AND DELIVERABLES

Tentative PBF BCV Evaluation Itinerary from 1st April, 2022 – 30<sup>th</sup> June, 2022

Phase	Date	Location	Activity	Comments
Inception/Design Phase	Friday 1 <sup>st</sup> – Monday 4 <sup>th</sup> April, 2022	Juba/Nairobi	<ul style="list-style-type: none"> <li>Evaluation team (consultants) contracting (virtual).</li> </ul>	Done as planned
	Monday 4 <sup>th</sup> April 2022	Juba/Nairobi	<ul style="list-style-type: none"> <li>Evaluation kick-off meeting between Evaluation Managers and the Consultants/evaluation team (virtual).</li> </ul>	Done as planned
	Tuesday 5 <sup>th</sup> – 6 <sup>th</sup> April 2022		<ul style="list-style-type: none"> <li>Preparation of letter for government and other key stakeholders to inform them about the evaluation.</li> </ul>	Yet to be done by UNICEF
	Thursday 7 <sup>th</sup> – Thursday 14 <sup>th</sup> April 2022	Juba/Nairobi	<ul style="list-style-type: none"> <li>Meeting between the consultants/evaluators and the TWG</li> </ul>	Done as planned
			<ul style="list-style-type: none"> <li>Sharing of Project Documents by UN Agencies with the Consultants.</li> <li>Development of a first stakeholder map (stakeholders engaged – relevant GoSS, CSO, e.t.c) by the UN Agencies and share with the Consultant.</li> </ul>	UNICEF submitted, UNDP/OHCHR yet to submit documents
		Juba	<ul style="list-style-type: none"> <li>Formation of reference group by UNICEF</li> </ul>	Yet to be done
		<ul style="list-style-type: none"> <li>Desk review of initial background information and documents (<b>incl. bibliography and resources in the ToR</b>) and drafting of the design report (incl. articulation of evaluation methodology, refinement of theory of change, finalization of evaluation questions, development of evaluation matrix, methods and tools and indicators, development of comprehensive stakeholder map and sampling strategy, and drafting the agenda for the field phase)</li> <li>Development of Inception Report including data collection tools, evaluation matrix, stakeholder list and work plan.</li> <li>A virtual review meeting with Evaluation Manager, Technical Working Group (TWG) and evaluation team – <b>Thursday, 7th April, 2022 at 10:30 am -11:30 am.</b></li> </ul>	In progress	
	Tuesday 19 <sup>th</sup> April 2022	Nairobi/Juba	<ul style="list-style-type: none"> <li>Submission of the Inception Report including data collection tools, evaluation matrix, stakeholder list and work plan for review and comments by the Evaluation Managers, Technical Working Group (TWG) and or the Evaluation Reference Group (ERG).</li> <li>Share consolidated feedback and comments with the Evaluation team.</li> </ul>	
	Tuesday 19 <sup>th</sup> April to Tuesday 26 <sup>th</sup> April 2022	Nairobi/Juba	<ul style="list-style-type: none"> <li>Revision of the inception report by the Evaluation Managers, Technical Working Group (TWG) and or the Evaluation Reference Group (ERG) and submission of the consolidated feedback and comments to the consultants.</li> </ul>	7 days required as per UNICEF policy
Wednesday 27 <sup>th</sup> Friday	Nairobi/Juba	<ul style="list-style-type: none"> <li>Revision of the inception report and incorporating comments from the TWG and</li> </ul>		

	29 <sup>th</sup> April 2022		Evaluation Manager.	
	<b>Monday 9<sup>th</sup> May, 2022</b>	<b>Nairobi/Juba</b>	<ul style="list-style-type: none"> <li>• <b>Consultant travels to Juba</b></li> </ul>	
<b>Field Phase/ Data Collection</b>	Tuesday 10 <sup>th</sup> May 2022	Juba	<ul style="list-style-type: none"> <li>• Pre-testing and validation of the data collection instruments.</li> <li>• Meeting of the Evaluation team with UN Joint Project staff and the Evaluation Reference Group (ERG) to launch data collection.</li> </ul>	
	Wednesday 11 <sup>th</sup> May – Thursday 12 <sup>th</sup> May, 2022	Juba	<ul style="list-style-type: none"> <li>• Individual meetings with relevant project officers of participating UN agencies for KII.</li> <li>• Individual meetings with relevant GoSS Ministries of Ministry of Gender, Child and Social Welfare (MoGCSW), Ministry of Justice and Constitutional Affairs (MoJCA), Ministry of Interior (MoI) for KII.</li> <li>• Ministry of General Education and Instruction (MoGEI)</li> <li>• Individual meetings with UN Agencies i.e UNMISS, National NGOs/CSOs; The University of Juba for KII.</li> <li>• Individual meetings with relevant stakeholders including but not limited to the Judiciary of South Sudan (JOSS), Police and Implementing CSOs for KII.</li> </ul>	
	Friday 13 <sup>th</sup> May – Sunday 22 <sup>nd</sup> May, 2022	Bor, Pibor, Bentiu, Leer and Aweil	<ul style="list-style-type: none"> <li>• Consultant travels to Field Sites (<b>Detailed plan of travel will be shared in the Workplan for Flight bookings</b>).</li> <li>• Conduct KIIs and FGDs</li> <li>• Data editing and submitting</li> </ul>	
	Monday 23 <sup>rd</sup> May, 2022	Juba	<ul style="list-style-type: none"> <li>• Consultants return to Juba from field sites.</li> </ul>	
	<b>Tuesday 24<sup>th</sup> May, 2022</b>	Juba	<ul style="list-style-type: none"> <li>• Debrief on the Preliminary findings to the ERG by the Evaluation Team (<b>Morning Session 10.00AM -11.00AM CAT</b>)</li> </ul>	
<b>Report Writing/Vali dation</b>	Wednesday 25 <sup>th</sup> May, 2022	Juba/Nairobi	<ul style="list-style-type: none"> <li>• Consultants returns to Nairobi (Afternoon session)</li> </ul>	
	Thursday 26 <sup>th</sup> May - Saturday 11 <sup>th</sup> June 2022	Nairobi/Juba	<ul style="list-style-type: none"> <li>• Data Collation and Analysis</li> <li>• Draft Report development</li> </ul>	
	<b>Sunday 12<sup>th</sup> June, 2022</b>	<b>Nairobi/Juba</b>	<ul style="list-style-type: none"> <li>• <b>Submission of Zero Draft to the Evaluation Managers, TWG/ERG</b></li> </ul>	
	Monday 13 <sup>th</sup> June – Tuesday 21 <sup>st</sup> June, 2022	Juba/Nairobi	<ul style="list-style-type: none"> <li>• Review, comments and Inputs by ERG</li> <li>• Share consolidated comments.</li> </ul>	
	Wednesday 22 <sup>nd</sup> June - Monday 27 <sup>th</sup> June, 2022	Nairobi/Juba	<ul style="list-style-type: none"> <li>• Incorporation of comments and inputs</li> <li>• Submission of Final Evaluation Report</li> </ul>	
	<b>Tuesday 28<sup>th</sup> June, 2022</b>	<b>Nairobi/Juba</b>	<ul style="list-style-type: none"> <li>• <b>Presentation of the Evaluation Findings (At 10.00AM -11.00CAT)</b></li> </ul>	
	<b>Assignment Closure</b>	Wednesday 29 <sup>th</sup> - Thursday 30 <sup>th</sup> June, 2022	Juba /Nairobi	<ul style="list-style-type: none"> <li>• Wrap up and process of final payment to the Consultants</li> </ul>

## 10.0 ANNEXES

1. Terms of Reference
2. Theory of Change (if absent from the body of the report)
3. Evaluation Matrix (if absent from the body of the report)
4. List of documents reviewed
5. List of people to interview and sites to visit
6. Data collection tools (questionnaires, question guidelines, observation guidelines, etc.)
7. Templates of informed consent forms
8. Protection protocols (e.g. identity, data, security.)
9. Additional information on the methodology or other relevant documents (if applicable).

## Annex 10.1: Terms of Reference

### TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS (UNICEF, UNDP and OHCHR)

<p><b>Title.</b> Final Evaluation for the Peacebuilding Project "BREAKING THE CYCLE OF VIOLENCE: - rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace."</p>	<p><b>Funding Code</b> SC</p>	<p><b>Type of engagement</b>  <input checked="" type="checkbox"/> Consultant  <input type="checkbox"/> Individual Contractor Part-Time  <input type="checkbox"/> Individual Contractor Full-Time</p>	<p><b>Duty Station:</b> Juba, South Sudan with field travel to the project locations (Juba, Bentiu, Leer, Bor, Pibor and Aweil)</p>
<p><b>Purpose of Activity/Assignment:</b></p> <p><b>1- Background and Context</b></p> <p>The Republic of South Sudan became the world's newest country in July 2011 after its hard-fought independence. In the years since then, the country has been through different phases of conflict (exacerbated in December 2013 and July 2016) characterized by high levels of violence, a large humanitarian emergency, and near-collapse of its economy and social structure, creating widespread developmental challenges. Currently, almost 18,000 civilian and uniformed peacekeepers serve with the United Nations Mission in South Sudan (UNMISS) to protect civilians and help build durable peace in the country.</p> <p>In terms of gender equality, the patriarchal structures of society in South Sudan keep women in a subordinate position, with high gaps in gender parities where women lack the power to, inter alia, claim their human rights. There are also conflict-related social conditions which result in high insecurity for women and girls and overall risks faced by women, specifically regarding women's healthcare, access to economic resources, customary practices, as well as the wide-spread acceptance of gender inequality and SGBV. All those elements have contributed to limited capacity and participation of women in decision making and productive activities.</p> <p>Women, girls, and children have been affected disproportionately by conflict and suffered hideous consequences of the violence, including abuse, deprivation, and loss of livelihoods. Women, girls, and children make up the majority of those displaced and in desperate need of humanitarian assistance. GBV is one of the most critical threats to the protection and wellbeing of women and children in South Sudan. Studies indicate that up to 1 out of 2 women have suffered from intimate partner violence, and 1 out of 4 reported cases of conflict-related sexual violence affect children.</p> <p>To respond to this evolving context and challenges, UNDP, UNICEF and OHCHR developed a project document with the UN Secretary General's Peacebuilding Fund (PBF) with the objective of enhancing the rule of law and supporting the juvenile justice system with a focus on accountability, human rights and reconciliation. The title of the project document is: "UN joint PBF PROJECT: Breaking the Cycle of Violence - rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace".</p> <p>The project seeks to build political and social capacity, knowledge, and experience to address several provisions of the R-ARCSS, including reforming the national-level justice system. The initiative has a two-pronged approach: a) enhance the capacity of community-based peacebuilding mechanisms by enabling youth to enter dispute resolution processes; and b) enhance the capacity of public justice systems to ensure access to fair, gender-responsive and equitable judicial services for children and youth. The approach is innovative by addressing both the upstream (dispute resolution) and downstream (justice) mechanisms of sustaining community-level peace with a target group (children and youth) that is often left behind in large scale humanitarian, peacebuilding, and development interventions. Through this innovative approach, target communities will benefit from improved security, strengthened peace mechanisms and accountable governance at national, state and local levels. The approach is designed to consolidate both institutional capacity and responsiveness to justice systems, leading to enhanced trust amongst the target communities in the formal justice and law enforcement systems. The project has identified the former states of Jonglei and Unity, which are the most conflict-affected states in the country, Juba (former Central Equatorial), as well as Northern Bahr el Ghazal State which have high rates of alleged</p>			

offences on children and youth. Demonstrating success in these geographical locations will strengthen confidence in peacekeeping mechanisms countrywide. Strong justice systems in the targeted communities will provide an avenue for peacebuilding in other regions of South Sudan especially in areas where returnees and other victims of war are expected. The project therefore forms a foundation for the institutional structure of justice systems that can be upscaled nationally through the support of government and bilateral donors.

Children and youth (both male and female) are often targeted and caught up in violence and conflict due to their vulnerability. As long as communities, if not the state, cannot adequately maintain and/or provide security and rule of law, youth and children will continue to arm themselves and join militia or self-defence groups. To address these issues, the project will target locations in the two most conflict-affected states, as well as states which have high rates of child and youth deviant behaviour. To avoid further deterioration of community peace in the project target locations of Bor/Pibor (Former Jonglei State), Bentiu (Former Unity State) Juba and Aweil (Former Northern Bahr el Ghazal State), the identified conflict drivers will be addressed immediately through the following approaches:

- Develop mechanisms to address actual and perceived risks of abuse of children and youth by armed forces and groups.
- Strengthen community dialogue and trust building mechanisms and improve access to justice.
- Strengthen the capacity of justice actors and support adherence to international conventions and national legislation.

The overall goal of the project is to target communities, especially children and youth, to benefit from improved security, strengthened dialogue and trust-building mechanisms and accountable justice structures at national, state and local levels. The expected outcomes are as follows:

1. The engagement of children and youth<sup>6</sup> in the target communities of Aweil, Juba, Leer, Bor, Pibor and Bentiu in dialogue and trust building mechanisms have increased and lead to a reduction in violence and conflict, and
2. Target communities in Aweil, Juba, Leer Bor, Pibor and Bentiu have enhanced trust in the formal law enforcement system leading to a stronger social contract between the state and its children and youth.

This is a joint project between UNICEF, UNDP and OHCHR that has a total duration of 30 months – from 4 October 2019 to 3 April 2022 – and a total budget of 2,999,999.66 USD. Several partners have contributed to the implementation of the project, including state stakeholders and CSOs. The main state actors include the Ministry of Gender, Child and Social Welfare (MGCSW), Ministry of Justice and Constitutional Affairs (MoJCA), Ministry of Interior (Mol), the Judiciary of South Sudan (JOSS) and state-level Governments, and UN Agencies. Other partners include the University of Juba, traditional leaders/chiefs, and individual consultants.

**2. Purpose/task, Expected Results, objectives and scope**

**Evaluation purpose:**

This project evaluation is intended to make recommendations to present observations on the project “Breaking the Cycle of Violence - rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace”. The evaluation must adhere to international principles and standards of objectivity; independence; participation of all parties concerned; transparency and focus; reliability; completeness and clarity of reports; fairness and protection of the interest of the parties involved; and utility. The evaluation will therefore need to be carried out in an inclusive way and expected to determine its overall value for peacebuilding in South Sudan, specifically in the areas of Aweil, Bentiu, Bor, Pibor, Leer and Juba. In assessing the degree to which the project met its intended peacebuilding objective(s) and results, the evaluation will provide key lessons about successful peacebuilding approaches and operational practices, as well as highlight areas where the project performed less effectively than anticipated. In that sense, this project evaluation is equally about accountability as well as learning.

The international consultant will be the team leader of this evaluation and will have overall responsibility for the quality and timely submission of the final evaluation report. Below are the major tasks among others.

- Lead and manage the evaluation mission.
- Design the detailed evaluation scope and methodology and approach.
- Ensure efficient division of tasks between the mission members.
- Conduct the evaluation in accordance with the proposed objective and scope of the evaluation and OECD/DAC evaluation guidelines.
- Draft and present the Inception Report and present the Final evaluation report.
- Conduct the validation workshop with key stakeholders, (partners and beneficiaries) and adjust and deliver the final evaluation report and submit it to project team.

**Evaluation objectives:**

The objectives of this evaluation are to:

- i. To assess the relevance and strategic positioning of the project to South Sudan’s progressive transformation towards durable peace and sustainable development needs mainly with a focus on children, youth and women and private sector development.
- ii. Assess a) the progress made towards project results and whether there were any unintended results and b) what can be captured in terms of lessons learned for ongoing and future UNDP’s progressive transformation of South Sudan emphasizing on durable peace and sustainable development enhancement initiatives in South Sudan – focusing on youth, young women, and private sector development.
- iii. Assess whether the project management arrangements, approaches and strategies are well-conceived and efficient in delivering the project.
- iv. Analyse the extent to which the project is enhancing application of a rights-based approach, gender equality and women’s empowerment, social and environmental standards, conflict sensitivity, risk mitigation and participation of other socially vulnerable groups such as children and the disabled.
- v. Provide actionable recommendations on evidence gathered and stakeholder inputs and feedback for improving its programming.
- vi. Assess the sustainability measures being instituted to ensure continuity of the project beyond its life span.
- vii. Assess the impact or likelihoods that envisioned impacts will be attained based on the steps and approaches of the project.

**Primary audience and utilization**

Intended users	How will they use the findings
UNICEF/UNDP/OHCHR	<ul style="list-style-type: none"> <li>• To document lesson learnt and best practices that can inform future peacebuilding program</li> <li>• To strengthen strong evidence-based approach in planning and strategizing future project implementation.</li> </ul>
Implementing partners	<ul style="list-style-type: none"> <li>• To build on the evidence generated by the evaluation to improve performance in the implemented peacebuilding projects/ interventions.</li> <li>• Strengthen capacity where it is lacking.</li> </ul>
Government line ministries	<ul style="list-style-type: none"> <li>• To use best practice lessons to accelerate reform implementation towards national SDG targets</li> <li>• To improve allocation of resources to avoid leaving gaps or overlapping in covering critical needs</li> </ul>
Donors	<ul style="list-style-type: none"> <li>• To influence the future design and scale-up of peacebuilding related programmes in South Sudan</li> <li>• To determine the value for money spent and the impact of their investment</li> </ul>

Other peacebuilding actors	<ul style="list-style-type: none"> <li>To utilize lesson learnt and best practices that can be replicated to their peacebuilding programmes in South Sudan</li> </ul>	ammes in
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**Evaluation scope**

This evaluation will examine the project’s implementation process and peacebuilding results, drawing upon the project’s results framework as well as other monitoring data collected on the project outputs and outcomes as well as context.

The evaluation will cover the entire project duration (4 October 2019 – 3 April 2022). It shall target Juba, Bor/Pibor, Bentiu, Aweil and Leer and will include the following target groups:

- Survivors and victims of conflict, including survivors of sexual and gender-based violence
- Men/boys, women/girls, youth, and children from target communities
- Local authorities
- Traditional and faith leaders
- Justice actors
- Implementing partners
- Government line ministries

Evaluation questions are based on the OECD-DAC evaluation criteria as well as PBF specific evaluation criteria, which have been adapted to the context like conflict sensitivity, risk tolerance, innovation as well as gender equity and human rights dimensions.

**3. Evaluation framework and methodology**

**a) Evaluation approach**

The evaluation will take a theory-based approach to determine how the PBF project has collectively contributed to any observed or documented results in South Sudan. The evaluators will reconstruct and critically assess a logic model of how PBF interventions or contributions have resulted in expected results. The evaluation will be carried out in accordance with United Nations evaluation guidelines OECD/DAC evaluation principles and guidelines and UNICEF Evaluation policy and United Nations Group Evaluation Norms and Ethical Standards. It will be participatory and consultative involving the project stakeholders and national partners. It will also be inclusive, with meaningful engagement of relevant partners.

The evaluators will be expected to develop a detailed evaluation matrix to show how evaluation questions below will be answered. The evaluation team will be expected to provide a comprehensive description of the proposed methodology in an inception report.

**a) Evaluation questions**

The evaluation exercise shall use the standard OECD/DAC Evaluation Criteria for Evaluation of Development Assistance namely: relevance, coherence, effectiveness, efficiency, sustainability, Impact and Conflict sensitivity. In addition, the following additional PBF-specific evaluation criteria should also be assessed by the evaluation: Catalytic, risk-tolerance and innovation.

**Relevance:**

The evaluator will seek to establish the extent to which the programme and its intended output and outcomes are consistent with national and local policies and priorities and the needs of intended beneficiaries. The following key questions will be asked.

- To what extent is the project in line with, national priorities, and the requirement of targeted women men, youth and children? Were they consulted during design and implementation of the project?
- To what extent is the project engagement a reflection of strategic considerations, including responsiveness to the main peacebuilding goals and challenges in South Sudan at the time of the PBF project’s design?
- To what extent are lessons learned from other relevant projects considered in the project’s design?
- To what extent was the theory of change presented in the outcome model? Did it clearly articulate the assumptions about why the project approach is expected to produce the desired change? Was the theory of change grounded in evidence?
- To what extent was the selected method of delivery appropriate to the development context and issues in South Sudan?
- To what extent did the PBF project substantively mainstream gender and support gender-responsive peacebuilding?

**Coherence:**

The evaluator will seek to assess the compatibility of the project with other interventions in South Sudan to understand whether they support or undermine the programme, and vice versa. Internal coherence and external coherence should be considered. The following key questions will be asked.

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

- To what extent did the project contribute to strengthening national policies/programmes that would positively impact vulnerable territories and populations?

**Effectiveness:**

The extent to which the programme's intended results (outputs and outcomes) have been achieved or the extent to which progress toward outputs or outcomes have been achieved. The following types of questions may be asked:

- To what extent have outcomes been achieved or has progress been made toward their achievement?
- How have corresponding outputs delivered by the project affected the outcomes, and in what ways have they not been effective?
- What has been the contribution of partners and other organizations to the outcome, and how effective have UNICEF, UNDP, OHCHR partnership been in contributing to achieving the outcome?

**Efficiency:**

A measure of how economically resources/inputs (funds, expertise, equipment, time, etc.) are converted to results. The following types of questions may be asked:

- How efficient was the overall staffing, planning and coordination within the project (including between the two implementing agencies and with stakeholders)? Have project funds and activities been delivered in a timely manner?
- To what extent has there been an economical use of financial and human resources? Are resources (funds, human resources, time, expertise, etc.) being allocated strategically to achieve outcomes?
- To what extent is the project management structure as outlined in the project document efficient in generating the expected results?
- To what extent has the project outputs resulted from economic use of resources?
- To what extent were quality outputs delivered on time?
- To what extent were the project's implementation approach, including procurement, number and partnership modalities conducive to the delivery of outputs?
- To what extent did monitoring systems provide management with a stream of data that allowed it to learn and adjust implementation accordingly?

**Sustainability:**

The extent to which the project continues after external development assistance has come to an end. The following types of questions may be asked:

- What indications are there that the outcomes will be sustained, e.g., through requisite capacities (systems, structure, staff, etc.)
- To what extent has a sustainability strategy, including capacity development of key national stakeholders, been developed or implemented?
- Did the project provide viable models that had the potential for scaling up/ catalytic effect? What are the factors that facilitated the adoption / scaling up of the project initiatives?
- To what extent are policy and regulatory frameworks in place that will support the continuation of benefits?
- What are the critical factors for the consolidation of local-level outcomes of the project's support?
- To what extent have partners committed to providing continuing support?
- How will concerns for gender equality, human rights and human development be taken forward by primarily stakeholders?
- To what extent does the project have well-designed and well-planned exit strategies?

**Impact**

- What are the positive or negative, intended or unintended, changes brought about by the project intervention?
- What was the contribution of UNDP to youth empowerment development processes?
- To what extent did the outcomes achieved benefit women and men equally?

**Gender equality and human rights**

- How did the programme promote the principles of gender equality, human rights, and human development?
- To what extent have gender equality and the empowerment of women been addressed in the design, implementation and monitoring of the project?
- Is the gender marker data assigned to this project representative of reality?
- To what extent has the project promoted positive changes in gender equality and the empowerment of women? Were there any unintended effects?
- To what extent have poor, indigenous and physically challenged, women and other disadvantaged and marginalized groups benefited from the work of PBF in the country?

**Covid-19**

- To what extent has the project and its beneficiaries been affected by the COVID-19 pandemic?

**Conflict sensitivity**

- How did the project contribute to conflict sensitivity in the project locations?

**Catalytic**

- To what extent has the project contributed as a catalyst in building peace in the project location

**Risk tolerance**

- To what extent has the project contributed to risk tolerance in the project areas

**Innovation**

- To what extent has the project triggered innovations in the project areas

**b) Data collection:**

The evaluation will be carried out in accordance with United Nations evaluation guidelines OECD/DAC evaluation principles and guidelines and United Nations Group Evaluation Norms and Ethical Standards.; The evaluation should employ a combination of both qualitative and quantitative evaluation methods including:

- i. Document review of all relevant documentation. This would include a review of inter alia; project document (contribution agreement); theory of change and results framework; programme and project quality assurance reports; annual workplans; consolidated quarterly and annual reports; results-oriented monitoring report; highlights of project board meetings; and technical/financial monitoring reports.
- ii. Semi-structured interviews with key stakeholders including key government counterparts, donor community members, representatives of key civil society organizations, UNCT members and implementing partners:
  - Development of evaluation questions around relevance, coherence, effectiveness, efficiency and sustainability and designed for different stakeholders to be interviewed.
  - Key informant and focus group discussions with men and women, beneficiaries and stakeholders.
  - All interviews should be undertaken in full confidence and anonymity. The final evaluation report will not assign specific comments to individuals.
- iii. Surveys and questionnaires including participants in peacebuilding programmes, UNCT members and/or surveys and questionnaires involving other stakeholders at strategic and programatic levels.
- iv. Field visits and on-site validation of key tangible outputs and interventions. The evaluator is expected to follow a participatory and consultative approach that ensures close engagement with the evaluation managers, implementing partners and direct beneficiaries.
- v. Other methods such as outcome mapping, observational visits, group discussions, etc.
- vi. Data review and analysis of monitoring and other data sources and methods evaluators will conduct a desk review of the key strategies and documents including reviewing the project log frame and objectives, Evaluators may review any other documents deemed necessary to understand the programming context.

The final methodological approach including interview schedules, field visits and data to be used in the evaluation will be clearly outlined in the inception report and be fully discussed and agreed between project teams, stakeholders, and the evaluators.

**c) Limitations**

- i) Insecurity in most parts of the country may limit the evaluation coverage to relatively stable areas. Locations assessed by UNDSS as insecure for visiting may be left out for field visits.
- ii) Challenges to access some project locations especially during the rainy seasons roads are flooded may also affect the evaluation coverage.
- iii) Unavailability of data.
- iv) The ongoing COVID-19 pandemic may also affect the implementation of this activities given the several restrictions by government.

**4. Management and coordination**

The evaluation will be overseen by an Evaluation Reference Group. The group will be chaired by an Evaluation Manager for this evaluation. Other members of the reference group will include representatives from Ministry of Justice and Constitutional Affairs (MoJCA), Ministry of Gender, Child and Social Welfare (MGCSW), Ministry of Interior (MoI), South Sudan Law Society (SSLS), War Child Holland, Judiciary of South Sudan (JoSS) SSNPS, NPSSS, traditional/customary authorities/leaders, Resident Coordinator's Office (RCO), Peace Building Support Organization (PBSO), Greater Upper Nile Organization, OHCHR, UNMISS Gender Affairs Unit, UNMISS Rule of Law Advisory Section, UNMISS Field offices, the Transitional Justice Working Group and a member of the UNICEF ESARO Evaluation Team.

Quality assurance of this evaluation will be in line with UNEG evaluation quality assurance norms and standards will be ensured through reviews by the evaluation reference group. Stakeholder validation workshops will be conducted before approvals. This quality assurance will not interfere with the views or independence of the evaluation team but will ensure credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis. Evaluation experts from the UNICEF ESARO evaluation section may provide technical advice including the quality assurance of the evaluation process.

5. **Evaluation Products/Deliverables-** The evaluators will be expected to deliver the following:
- i) Evaluation inception report (20-25 pages). The inception report will be drafted following and based on understanding of the ToRs, preliminary discussions with the project teams and after the desk review. The inception report should be produced before the evaluation starts (before any formal evaluation interviews, survey distribution or field visits) and prior to the country visit in the case of international evaluators.
  - ii) Presentation of the inception report at the validation workshop with key stakeholders, (partners and beneficiaries). The validation report will be reviewed and validated by the PBF.
  - iii) Development of data collection instruments (validated by PBF team), Pilot and data collection
  - iv) Draft evaluation report (up to 35 pages including executive summary). The programme unit and key stakeholders, including the PBSO, will review the draft evaluation report and provide an amalgamated set of comments to the evaluators within an agreed period, addressing the content required (as agreed in the TOR and inception report) and agreed quality criteria.
  - v) Evaluation report audit trail. Comments and changes by the evaluator in response to the draft report should be retained by the evaluator using a comments matrix to show how they have addressed comments.
  - vi) Final evaluation report. PowerPoint version of the report to be submitted to UNICEF, UNDP and OHCHR.
  - vii) Presentations of Final Evaluation report to stakeholders
  - viii) Evaluation brief and other knowledge products or participation in knowledge-sharing events.

6. **Proposed payment schedule**

No	Payment schedule	Percentage
	Upon satisfactory delivery of the final Inception Report	30%
	Upon satisfactory delivery of the draft evaluation report	30%
	Upon satisfactory delivery of the final evaluation report	40%

Payments will be made only upon approval by UNICEF of the corresponding deliverables submitted by the individual consultant.

7. **Evaluation Ethics-**
- The evaluator should adhere to the following UN and UNICEF norms and standards and the team is expected to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Copies of all these documents will be provided upon request:
- United Nations Evaluation Group (UNEG) Standards for Evaluation in the UN System
  - United Nations Evaluation Group (UNEG) Norms for Evaluation in the UN System, including impartiality, independence, quality, transparency, consultative process
  - Ethical Guidelines for UN Evaluations and the UNICEF procedure for ethical standards in research, evaluation, data collection and analysis will guide the overall process
  - UNICEF adapted evaluation report standards and GEROS
  - The evaluation should incorporate the human rights-based and gender perspective and be based on results-based management principles and logical framework analysis.
  - The evaluation team is required to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Owing to the envisaged participation of human subjects in the evaluation, the evaluation team should seek ethical review board approval either.

**Child Safeguarding**  
 Is this project/assignment considered as "[Elevated Risk Role](#)" from a child safeguarding perspective?  
 YES  NO If YES, check all that apply:

**Direct contact role**  YES  NO  
 If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

**Child data role**  YES  NO  
 If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

**Work Assignment Overview**

Task/Milestone	Deliverable/Outputs	Timeline	Estimated Budget

			t
Evaluation design, methodology and detailed work plan. Initial briefing – virtually Document’s review Presentation of inception report to stakeholders	Inception Report	15 Days	
Field Visits by consultants Interview with stakeholders Interview with UNICEF Desk review Focused group discussions with beneficiaries and community leaders Data analysis, debriefing and presentation of draft evaluation report	Draft Re[port	30 Days	
Finalization of evaluation report incorporating additions and comments provided by all stakeholders and submission to UNDP South Sudan. - Provide final report - Evaluation report audit trail PowerPoint presentation for stakeholders	Final Evaluation Report	15 Days	
<b>Total number of Days</b>		60 Days	

**ToR Annexes**

**8. The Final evaluation should follow the following guidelines:**

1. Ethical guidelines [http://www.unevaluation.org/papersandpubs/documentdetail.jsp?doc\\_id=102](http://www.unevaluation.org/papersandpubs/documentdetail.jsp?doc_id=102)
2. OECD/DAC Evaluation Criteria  
<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>
3. Code of conduct. <http://www.unevaluation.org/document/detail/100> and the PBF evaluation guidelines.

## Annex 10.2: Evaluation Matrix

Criterion	Evaluation question	Judgment criteria	Indicators	Sources of information	Collection methods
<b>Relevance</b>	To what extent are the objectives of the programme aligned with the priorities of the national government?	Evidence in the programmatic frameworks and documents that the projectme is explicitly aligned with government priorities	Explicit references in the programmatic frameworks of government policies and frameworks.	Documents and frameworks of the programme	Document review, interviews with key stakeholders
	To what extent is the project in line with, national priorities, and the requirement of targeted women men, youth and children? Were they consulted during design and implementation of the project?	Evidence of participation/consultation of government stakeholders in the development of the programme  Evidence in the project frameworks and documents that the project is explicitly aligned with national priorities and with needs of women, men, youth and children. Evidence of participation/consultation of national government and around the target population of men, women, youth and children in the implementation and design of the project.	Number of government participants in the development of the programme; references to government participation and/or comments received  Explicit references in the project frameworks of national policies and frameworks.  Number of national participants in the design and implementation of project; references to national government and comments received from the community.	Meeting minutes, e-mails, information from interviews  Documents and frameworks of the project  Meeting minutes, emails, information from interviews	Document review  Document review, interviews with key stakeholders including beneficiaries
	To what extent is the project engagement a reflection of strategic considerations, including responsiveness to the main peacebuilding goals and challenges in South Sudan at the time of the	Evidence in the project frameworks and documents that the project is explicitly a reflection of strategic considerations with peacebuilding goals and challenges in South Sudan during PBF project's design.	Explicit references in the project frameworks of strategic considerations and peacebuilding frameworks in South Sudan.	Documents and frameworks of the project.	Document review

Criterion	Evaluation question	Judgment criteria	Indicators	Sources of information	Collection methods
	<p>PBF project's design?</p> <p>To what extent are lessons learned from other relevant projects considered in the project's design?</p> <p>To what extent was the theory of change presented in the outcome model? Did it clearly articulate the assumptions about why the project approach is expected to produce the desired change? Was the theory of change grounded in evidence?</p> <p>To what extent was the selected method of delivery appropriate to the development context and issues in South Sudan?</p> <p>To what extent did the PBF project substantively mainstream gender and support gender-responsive peacebuilding?</p>	<p>Evidence in the project frameworks.</p> <p>Evidence in the project outcome framework Evidence in the project's production. Evidence from the framework and results.</p> <p>Evidence in the delivery framework and South Sudan structural development</p> <p>Evidence in the PBF project framework on gender support on peacebuilding</p>	<p>Explicit references to other projects' framework in the project's design.</p> <p>Explicit references in the project framework, structure and outcome.</p> <p>Particular references on the project's delivery framework and South Sudan development structure</p> <p>Explicit references on PBF project framework and gender support to peacebuilding</p>	<p>Documents and framework of the project.</p> <p>Documents and framework of the project</p> <p>South Sudan development documents and project framework</p> <p>Documents and PBF project framework</p>	<p>Document review</p> <p>Document review</p> <p>Document review, Interviews with the beneficiaries at the community, state and national levels</p> <p>Document review, Interviews with the beneficiaries at the community, state and national</p>

Criterion	Evaluation question	Judgment criteria	Indicators	Sources of information	Collection methods
					levels
<b>Coherence</b>	<p>To what extent did the PBF project complement work among different entities, especially with other UN actors to enable a coherent programme response?</p> <p>To what extent were stakeholders involved in the project's design and implementation?</p> <p>To what extent did the project contribute to strengthening national policies/programmes that would positively impact vulnerable territories and populations?</p>	<p>Evidence in the PBF project framework and documents that explicitly involve UN actors with coherent programme</p> <p>Evidence from the project framework</p> <p>Evidence from the project framework and national policies on vulnerable population</p>	<p>Explicit references on PBF project framework and UN frameworks with coherent programme response</p> <p>Number of participants/stakeholders in the framework and implementation</p> <p>Explicit references in the project frameworks of national policies on vulnerable community and frameworks.</p>	<p>Documents and PBF project framework</p> <p>Meeting minutes, emails, information from interviews</p> <p>The national policies/programmes</p>	<p>Document review, interviews with key stakeholders</p> <p>Document review, interviews with key stakeholders</p> <p>Document review, interviews with key stakeholders</p>
<b>Effectiveness</b>	<p>To what extent have outcomes been achieved or has progress been made toward their achievement?</p> <p>How have corresponding outputs delivered by the project affected the outcomes, and in what ways have they not been effective?</p> <p>What has been the contribution of partners and other organizations to the outcome, and how effective have UNICEF, UNDP, OHCHR partnership been in</p>	<p>Evidence from the project operations and outcomes</p> <p>Evidence from the frameworks and with the project priorities</p> <p>Evidence of participation of the stakeholders</p> <p>Evidence from the project framework and documents aligned to UNICEF, UNDP, and OHCHR in partnership.</p>	<p>Explicit references in the project framework on progress and achievements</p> <p>Explicit references in the project framework on progress and achievements</p> <p>Explicit references on project framework and documents on partnership policies to achievements</p>	<p>Documents, framework of the project and project reports</p> <p>Documents, information from interviews</p> <p>Documents, information from interviews</p>	<p>Document review, observation, interview with key stakeholders/beneficiaries</p> <p>Document review, interview with stakeholders</p> <p>Document review, interview with stakeholders</p>

Criterion	Evaluation question	Judgment criteria	Indicators	Sources of information	Collection methods
	contributing to achieving the outcome?				
<b>Efficiency</b>	How efficient was the overall staffing, planning and coordination within the project (including between the three? implementing agencies and with stakeholders)? Have project funds and activities been delivered in a timely manner?	Evidence from the project framework explicitly on staffing, planning and coordination. Evidence from the budgetary and accounting department and framework.	Explicit references on project framework, implementation, and budgetary accountability.	Documents, information from interviews, coordination meeting minutes?	Document review, interview with stakeholders, agencies
	To what extent has there been an economical use of financial and human resources? Are resources (funds, human resources, time, expertise, etc.) being allocated strategically to achieve outcomes?	Evidence on measure of project's economic framework on finances and human resource explicitly on strategic achievements.	Explicit references on project economic framework, financial utility and human resource	Documents, information from interviews	Document review, interview with key personnel
	To what extent is the project management structure as outlined in the project document efficient in generating the expected results?	Evidence on project management structure measure explicitly on the expected result generation	Explicit references and documents on project management structure	Documents on project management structure	Document review
	To what extent has the project outputs resulted from economic use of resources?	Evidence on project framework explicitly on economic utility resources	Explicit references on project resource economic utility.	Documents on project economic utility	Document review
	To what extent were quality outputs delivered on time?	Evidence on the project framework, explicitly on the workplan.	Explicit references on project workplan.	Project Work-plan documents and Reports	Document review

Criterion	Evaluation question	Judgment criteria	Indicators	Sources of information	Collection methods
	<p>To what extent were the project's implementation approach, including procurement, number and partnership modalities conducive to the delivery of outputs?</p> <p>To what extent did monitoring systems provide management with a stream of data that allowed it to learn and adjust implementation accordingly?</p>	<p>Evidence review on project's implementation frameworks explicitly on procurement and partnership orientation to deliveries.</p> <p>Evidence on monitoring and evaluation in regard to implementation</p>	<p>Explicit project references on implementation, procurement and partnership structure.</p> <p>Explicit project references on monitoring data.</p>	<p>Documents on project management and data monitoring, information from interviews</p> <p>Documents on project management and data monitoring, information from interviews</p>	<p>Document review</p> <p>Document review, interviews with key personnel.</p> <p>Document review, interviews with key personnel.</p>
<b>Sustainability</b>	<p>What indications are there that the outcomes will be sustained, e.g., through requisite capacities (systems, structure, staff, etc.)</p> <p>To what extent has a sustainability strategy, including capacity development of key national stakeholders, developed or implemented?</p> <p>Did the project provide viable models that had the potential for scaling up/ catalytic effect? What are the factors that facilitated the adoption / scaling up of the project initiatives?</p>	<p>Evidence of project framework explicitly on capacity building</p> <p>Evidence from the project's strategic framework explicitly on capacity development with national policies</p> <p>Evidence from the project's framework explicitly on the scale up factors</p>	<p>Explicit references on project's framework on capacity building</p> <p>Explicit references on project's strategic framework</p> <p>Explicit references on scale factors in the project's framework</p>	<p>Documents on project's requisite capacity structure.</p> <p>Documents, information from interviews</p> <p>Documents/Project reports</p>	<p>Document review</p> <p>Document review, interview with key stakeholders.</p> <p>Document review</p>

Criterion	Evaluation question	Judgment criteria	Indicators	Sources of information	Collection methods
	<p>To what extent are policy and regulatory frameworks in place that will support the continuation of benefits?</p> <p>What are the critical factors for the consolidation of local-level outcomes of the project's support?</p> <p>To what extent have partners committed to providing continuing support?</p> <p>How will concerns for gender equality, human rights and human development be taken forward by primary stakeholders?</p> <p>To what extent does the project have well-designed and well-planned exit strategies?</p>	<p>Evidence on the project's framework, particularly on regulatory policies on the benefits.</p> <p>Evidence of consolidated project framework support</p> <p>Evidence of project's framework on partnership support</p> <p>Evidence of project's framework, explicitly on gender equality, human rights and development</p> <p>Evidence on project's strategic framework</p>	<p>Explicit references on the project's framework on regulatory policies</p> <p>Particular references on the framework consolidation</p> <p>Explicit references on project's framework partnership</p> <p>Explicit references on project's framework on gender, human rights and development</p> <p>Explicit references on strategic framework</p>	<p>Documents</p> <p>Documents</p> <p>Documents, information form interviews</p> <p>Documents, information from interviews</p> <p>Documents, information from interviews</p>	<p>Document review</p> <p>Document review</p> <p>Document review, interview with key stakeholders</p> <p>Document review, interview with key stakeholders</p> <p>Document review</p> <p>Document review, interview with key stakeholders including beneficiaries</p> <p>Document review, interview with key stakeholders including beneficiaries</p>
<b>Impact</b>	<p>What are the positive or negative, intended or unintended, changes brought about by the project intervention?</p>	<p>Explicit framework analysis from the impact and project intervention</p>	<p>Explicit references on impact of the project</p>	<p>Documents, information from interviews</p>	<p>Document review, interview with key stakeholders including the beneficiaries</p>

Criterion	Evaluation question	Judgment criteria	Indicators	Sources of information	Collection methods
	<p>What was the contribution of UNDP to youth empowerment development processes?</p> <p>To what extent did the outcomes achieved benefit women and men equally?</p>	<p>Evidence for the project's framework, particularly the workings of UNDP to youth empowerment development processes</p> <p>Evidence project framework on women and men equitable achievements</p>	<p>Explicit references on UNDP operations in the project's framework</p> <p>Explicit references on project's framework on women and men</p>	<p>Documents, emails, meetings, information from interviews</p> <p>Documents, information from interviews</p>	<p>Document review, interview with key stakeholders</p> <p>Document review, interview with key stakeholders</p>
<b>Gender Equality and Human Rights</b>	<p>How did the programme promote the principles of gender equality, human rights, and human development?</p> <p>To what extent have gender equality and the empowerment of women been addressed in the design, implementation and monitoring of the project?</p> <p>Is the gender marker data assigned to this project representative of reality?</p> <p>To what extent has the project promoted positive changes in gender equality and the empowerment of women? Were there any unintended effects?</p> <p>To what extent have poor, indigenous and physically challenged, women and other disadvantaged and</p>	<p>Evidence of project framework on gender equality, human rights and human development</p> <p>Evidence from project's framework explicitly on implementation and monitoring</p> <p>Evidence from project framework, particularly, the gender data</p> <p>Evidence from project's framework on activities around gender</p> <p>Evidence from the project's support to the vulnerable group</p>	<p>Explicit references on project framework on gender equality, human rights and human development</p> <p>Explicit references on project framework on implementation and monitoring</p> <p>Explicit references on project's gender data</p> <p>Explicit references on project's gender operations</p>	<p>Documents, Project reports and information from interviews</p> <p>Documents, Project reports and information from interviews</p> <p>Documents, Project reports, information from interviews</p> <p>Documents,</p>	<p>Document review, interview with key stakeholders including target beneficiaries (women, girls and community members)</p> <p>Document review, interview with key stakeholders including target beneficiaries (women, girls and community members)</p> <p>Document review, interview with key stakeholders including the beneficiaries</p> <p>Document review, interviews with key stakeholders</p>

Criterion	Evaluation question	Judgment criteria	Indicators	Sources of information	Collection methods
	marginalized groups benefited from the work of PBF in the country?		Explicit references on the project's support to vulnerable group	information from interviews  Documents, Project reports, information from interviews	Document review, interviews with key stakeholders including the beneficiaries
<b>Covid 19</b>	To what extent has the project and its beneficiaries been affected by the COVID-19 pandemic?	Evident from Covid pandemic on the project's framework	Explicit references on project's operations by Covid 19 pandemic	Documents, information from interviews	Document review, interviews with key personnel.
<b>Conflict Sensitivity</b>	How did the project contribute to conflict sensitivity in the project locations?	Evidence report on the conflict sensitivity in the area	Explicit references on conflict sensitivity of the project in the location	Information from Interviews with the community leadership, documents	Document review, key interviews
<b>Catalytic</b>	To what extent has the project contributed as a catalyst in building peace in the project location	Evidence of project's framework to peace building initiative in the area	Explicit references on peace building in the location by the project	Information from Interviews with the local community leadership, documents	Document review, key interviews with community leadership and community members
<b>Risk tolerance</b>	To what extent has the project contributed to risk tolerance in the project areas	Evidence from project's framework explicitly on risk tolerance aspect of the project	Particular references on project's risk tolerance	Documents	Document review
<b>Tolerance</b>	To what extent has the project triggered innovations in the project areas	Evidence with innovations in the project's framework	Particular references with explicit innovations	Documents	Document review

### Annex 10.3: List of People to interview with their contacts and sites to Visit

Name	Surname	Designation	Agency	Contacts
<b>Diana Wambui</b>	Ngure	Resilience and Recovery Advisor	Office of the DSRSG/RC/HC (RCO)	Email: <a href="mailto:diana.ngure@un.org">diana.ngure@un.org</a> Cell.: +211 (0) 923 770350
<b>Solla</b>	Asea	Child Protection Specialist	UNICEF (lead)	Email: <a href="mailto:sasea@unicef.org">sasea@unicef.org</a> Cell.: +211920498880
<b>Evelyn</b>	Edroma	Program Manager (Access to Justice)	UNDP	Email: <a href="mailto:evelyn.edroma@undp.org">evelyn.edroma@undp.org</a> Cell.: +211 (0) 920580240
<b>Ernest</b>	Yeboah	Programme management Specialist ( <i>PBF focal point</i> )	UNDP	Email: <a href="mailto:ernest.yeboah@undp.org">ernest.yeboah@undp.org</a> Cell.: +211 (0) 92 2293685
<b>Salomo</b>	Paulasaari	Associate Rule of Law Officer ( <i>PBF focal point</i> )	UNDP	Email: <a href="mailto:pyry.paulasaari@undp.org">pyry.paulasaari@undp.org</a> Cell.: +211 (0) 91 7609620
<b>Yonah</b>	Samo	Head of Procurement	UNDP	Email: <a href="mailto:yonah.samo@undp.org">yonah.samo@undp.org</a>
<b>Dominic</b>	Ottariano	UNV Country Coordinator	UNV UNDP	Email: <a href="mailto:dominic.ottoriano@unv.org">dominic.ottoriano@unv.org</a> Cell.: +211 (0) 920694170
<b>Mary</b>	Gorrey	Project Manager	UNIDOR (Juba)	Email: <a href="mailto:ppm@unidorss.org">ppm@unidorss.org</a> Cell.: +211 (0) 92 6728202
<b>William</b>	Kuoch	Project Officer	UNIDOR (Leer)	Email: <a href="mailto:kuoch@unidorss.org">kuoch@unidorss.org</a> Cell.: +211 (0) 91 2411108' +211 (0) 92 8580000
<b>Gordon</b>	Lam	Executive Director	DRI	Email: <a href="mailto:dialoguerinitiative@gmail.com">dialoguerinitiative@gmail.com</a> Cell.: +211 (0) 92 4442355
<b>Gizenga</b>	Yemba	Project Officer	DRI	Email: <a href="mailto:gizenga.y@gmail.com">gizenga.y@gmail.com</a> Cell.: +211 (0) 92 0047583
<b>Sarah Farouk</b>	Wamalwa Ukach	Finance Officer Project Manager ( <i>PBF grant 1 focal point in Juba</i> )	DRI SSLS	Email: <a href="mailto:namubuya.s@gmail.com">namubuya.s@gmail.com</a> Email: <a href="mailto:farouk.ukach@gmail.com">farouk.ukach@gmail.com</a> Cell.: +211 (0) 92 5881238
<b>Gaspar</b>	Amule	Focal point for the high-level conference	SSLS	Email: <a href="mailto:amulegaspar@gmail.com">amulegaspar@gmail.com</a> Cell.: +211 (0) 92 5547006
<b>Tunda Moses</b>	Duku	Project Officer ( <i>PBF grant 1 focal point for Bor</i> )	SSLS	Email: <a href="mailto:tundamosesduku@gmail.com">tundamosesduku@gmail.com</a> Cell.: +211 (0) 92 9265397
<b>Panther Tatenda</b>	Alier Diura	Executive Director Project Manager (Juba)	SAADO SAADO	Email: <a href="mailto:palier@saado.org">palier@saado.org</a> Email: <a href="mailto:tdiura@saado.org">tdiura@saado.org</a> Cell.: +211 (0) 92 4770414
<b>Mary Luigi</b>	Nyaguet De Martino	Project Officer (Bor) Head Grant Management and Fundraising Unit	SAADO SAS (HQ Geneva)	Email: <a href="mailto:marynyaguet@gmail.com">marynyaguet@gmail.com</a> Email: <a href="mailto:luigi.demartino@smallarmssurvey.org">luigi.demartino@smallarmssurvey.org</a>
<b>Khristopher</b>	Carlson	Project Manager	SAS	Email: <a href="mailto:khristopher.carlson@smallarmssurvey.org">khristopher.carlson@smallarmssurvey.org</a>
<b>Irena Djordje UNMISS</b>	Angelova Djordjevic	Deputy Director Consultant TJ	UNMISS HRD -	Email: <a href="mailto:angelova@un.org">angelova@un.org</a> Email: <a href="mailto:djordje10@aol.com">djordje10@aol.com</a>
	HRD Field Offices	Aweil, Bentiu, Bor, Pibor, Leer and Juba	UNMISS HRD	Refer to the HRD Directorate shared separately

**Annex 10.4: Data Collection Tools**

*Annex 10.4: Data Collection Tools*

**Annex 10.4.1: Qualitative Survey KII and FGD/SGD Guides for PBF BCV Project Final Evaluation**

**1. Key Informant Interviews (KII) Guides**

**Introduction:**  
My name is \_\_\_\_\_, an independent consultant working with UNICEF.

This Key Informant Interview guide is intended for data collection during the Final Evaluation for the Peacebuilding Project "BREAKING THE CYCLE OF VIOLENCE (BCV): - rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace."

**Target Respondents:** The interviews will be administered to the staff of the lead implementing agencies: - UNICEF(lead), UNDP, OHCHR; collaborating implementing partners - UNV UNDP, UNIDOR (Juba), UNIDOR (Leer), DRI, SSLS, SAADO, SAS (HQ Geneva), SAS Juba, UNMISS HRD, Office of the DSRSG/RC/HC (RCO), MoGCSW, MoJCA, Mol, (SPU), JOSS, National Prisons Service of South Sudan; HRSS, MTT (Juba), WCH ( Bor/Juba), ALIGHT( Aweil), Women Vision ( Bentiu), FODAG, GREDO, HoC, PCRCs, academia (The University of Juba) and community/traditional leaders/chiefs in the project locations of Bor/Pibor, Bentiu, Juba and Aweil.

**Confidentiality and consent:** This study is intended to provide the investigators a better understanding of final impact of the PBF BCV Project in South Sudan. If you participate in the study, you will be asked to provide answers to the questions about yourself and your understanding of the PBF BCV project activities within your community/organization. We will also ask you to participate in a short interactive exercise.

**Information**  
Your name and identity will not be shared with anyone except for the research team. There are no known risks associated with your participation in this research. Your participation in this research is entirely voluntary and you do not have to participate if you do not want to. You can also decline to answer any question at any time. By signing below, you are consenting to voluntarily participate and allow us to proceed with this survey.

*Full name of the informant: .....*

Organization: .....

Position of the informant in the organization: .....

Time started: ..... Time ended: .....

**A: Implementing Partners - UN Agencies (UNICEF, UNDP, OHCHR), UNMISS Sections, INGOs and CSOs**

1. Could you please provide an overview of PBF BCV project activities under your lead? What was your organizations involvement in the project lifecycle (from design, implementation, monitoring and evaluation)? Who were the collaborating partners in the implementation of these activities?
2. How appropriate was the design of the PBF BCV project implementation modality to the development context and issues in South Sudan? Were the lessons learned from other relevant projects considered in the project's design? How relevant was the project's implementation approach to the requirements of the target women, men, youth and children? Were the target groups consulted and involved during the project design, implementation and M&E? Were the implementation modalities conducive to the delivery of outputs? Did the project adopt the most efficient implementation approach? Was the project implementation in line with the planned objectives? *(Explain how)?*
3. To what extent was the theory of change presented in the outcome model? Did it clearly articulate the assumptions about why the project approach was expected to produce the desired change? Was the theory of change grounded in evidence?
4. In your opinion, and based on the project documents, do you believe the project was effectively implemented to achieve the intended outcomes? Please describe any progress made towards achieving the overall outputs and outcomes of the project as you understand them. Which ones were achieved and which ones were not achieved? How responsive was the project management to changing conditions on the ground during the implementation? What were the enabling and hindering factors (including the COVID-19 pandemic)? How have corresponding outputs delivered by the project affected the outcomes, and in what ways have they not been effective?
5. Did the project help facilitate coherence / coordination between the implementing agencies (internal and external coherence), related activities, or projects? If so, in what ways? If not, why not? If so, did this coherence and coordination result in improved effectiveness, efficiency, and likelihood of sustainability? If so, in what ways? If not, why not?
6. Would you say that monitoring mechanisms (systems) were effective in providing the management with timely data to inform programming decisions through learning and implementation adjustments? Were there challenges in achieving this?
7. To what extent did the PBF BCV project substantively mainstream gender and support gender-responsive peacebuilding? How will concerns for gender equality, human rights and human development be taken forward by primarily stakeholders?
8. Were the outputs commensurate to the inputs? Were quality outputs delivered in time? Did the project outputs result from economic use of resources? How were the financial and human resources within the project economically used? Were resources (funds, human resources, time, expertise, etc.) allocated strategically to achieve outcomes?
9. How well did the management structure support/facilitate program implementation? To what extent is the project management structure as outlined in the project document efficient in generating the expected results?
10. Did the PBF BCV project have an appropriate sustainability and exit strategy (including capacity development, policy and regulatory frameworks and promoting local ownership) after the end of the project? To what extent have these been institutionalized? What are the possible factors that

you can say enhance or inhibit sustainability, including ownership/commitment, economic/financial, institutional, technical, socio-cultural and environmental sustainability aspects?

11. Did the project help support or contribute to any other peacebuilding work (*scale-up/catalytic effect*)? If so, in what ways? If not, why not?
12. In your opinion, would you say the project has made any change/impact in the lives of the beneficiaries/households and community as a whole? Which changes/effects are these? Were they intended or unintended, positive or negative? How did the outcomes achieved benefit women and men equally? (*Explain*). How did the project contribute to strengthening national policies/programmes that would positively impact vulnerable territories and populations? (*Explain*)
13. Did the project effectively identify and address risks? To what extent has the project contributed to risk tolerance in the project areas? How did the project contribute to conflict sensitivity and trigger innovation in the project locations?

**Note:** Specific reference will be made to available documentation with regard to the discussion questions.

Thank you for taking time to respond to my question. Do you have any question?

End

## B: Government Ministries and Related Departments/Agencies – MoGCSW, MoJCA and Mol

### Government Ministries and Related Departments/Agencies – MoGCSW, MoJCA and Mol

1. In which ways have you been collaborating with PBF BCV project? How did the project relate with you and other partners or stakeholders? What were the challenges in working with the project and other partners or stakeholders? How did the project address these challenges?
2. How successful was the project activities integrated with other sectors (complimentary activities e.g livelihood etc)? To what extent did the PBF BCV project complement work among different entities, especially with other government agencies and UN actors to enable a coherent programme response?
3. How has the PBF BCV project contributed to the fulfillment of the mission of the GoSS and its priorities? How did the PBF BCV project contribute to strengthening national policies/programmes that would positively impact vulnerable territories and populations? Which policies did you put in place or institutionalize to support the achievement of the project outcomes and goal?
4. Was the PBF BCV project management responsive to changing conditions on the ground? How did the project team respond to COVID-19 pandemic? Did the project adhere to the GoSS directives and security protocols?
5. To what extent was the project in line with, GoSS national priorities on peacebuilding, and the requirement of targeted women, men, youth and children? Were the targeted women, men, youth and children consulted and involved during design and implementation of the project?
6. In your opinion, how appropriate/relevant were the PBF BCV project inputs and activities to the local socio-cultural, political and economic context? Did the process of designing the PBF BCV project adequately enlist the participation of all key stakeholder groups besides the lead implementing agencies and their partners? Were you involved in the design of the project?
7. Did the PBF BCV project have an appropriate sustainability and exit strategy (including capacity development, policy and regulatory frameworks and promoting local ownership) after the end of the project? Is the government ready to continue with the project beyond donor support? How will concerns for gender equality, human rights and human development be taken forward by primarily stakeholders? What are the possible factors that you can say enhance or inhibit sustainability, including ownership/commitment, economic/financial, institutional, technical, socio-cultural and environmental sustainability aspects?
8. Were the selected methods of PBF BCV project delivery appropriate to the development context and issues in South Sudan? Were project activities implemented effectively to achieve maximum benefits within the context? (*Explain how*)
9. To what extent did the PBF project substantively mainstream gender and support gender-responsive peacebuilding?
10. To what extent did the best practice lessons in the PBF BCV project accelerate reform implementation towards national SDG targets? Has the participation in the project improved allocation of resources to avoid leaving gaps or overlapping in covering critical needs?
11. Were security issues effectively handled and resolved at all levels (County level, Project level and National Office level)? How effective was project management in providing feedback in relation to

security matters?

12. In which areas would you be interested in working with the UN joint PBF PROJECT in future?  
What other suggestion do you have for future UN joint PBF PROJECT design?

**Note: Specific reference will be made to available documentation with regard to the discussion questions.**

**Thank you for taking time to respond to my question. Do you have any question?**

**End**

## C: Donor Agency – PBF BCV Representatives – RCO as focal point

### 1. Areas of collaborations/Networking (Connectedness) and Coherence

- a. In which ways have you been collaborating with PBF BCV project? How did the project relate with other partners or stakeholders? What were the challenges in working with other partner or stakeholder? How did the project try to address these challenges?
- b. To what extent did the PBF BCV project complement work among different entities supported by PBF, especially with other UN actors to enable a coherent programme response?
- c. To what extent did the project contribute to strengthening national policies/programmes that would positively impact vulnerable territories and populations?

### 2. Strengths and Gaps in PBF Project Management

- a. How has PBF BCV project Management been responding to your request in terms of reporting? How effective and efficient was the management in timely reporting and responding to your (donor) requirements? What is your opinion on the competency of PBF project management and staff?
- b. What do you feel are the strengths of the PBF BCV project with regard to management? What are the weaknesses of PBF BCV project management?
- c. How has the PBF BCV project contributed to the fulfillment of the mission of the peacebuilding fund and the Joint UN agencies?

### 3. Efficiency: (Doing it the right way – Sound management and value for money)

- a. Have project funds and activities been delivered in a timely manner? Did the project adopt the most efficient approach in implementation? Did the PBF BCV project provide value for money? If so, in what ways, if not, how and why not?
- b. To what extent did the PBF BCV project monitoring systems provide management with a stream of data that allowed it to learn, adjust implementation accordingly and respond to donor requirements? How were you as the donor responsive to changing conditions on the ground? How did you support the project team to respond to COVID-19 pandemic and other contextual challenges?

### 4. Relevance/appropriateness of the Programs

- a. Was the PBF BCV project design in sync with the donor (PBF) policies and priorities? Did the PBF BCV project design take into consideration the local needs and priorities of the target population, targeting the right areas, people with the right interventions? Did the implementation modalities contribute to the achievement of desired project outcomes and the objective? Were there gaps in the sector? If yes, what are they and what more or different could the project stakeholders do to address the problem?

### 5. Effectiveness: (Doing the right thing – achievement of purpose)

- a. Did the PBF BCV project put in place adequate effective systems for ensuring accountability and transparency in the management and implementation? Were these systems adhered to? If so, how? If not, why?
- b. What level of technical support did you (PBF) as a donor give the implementing agencies at national, state, regional and county levels as well as regional technical teams towards improving the quality of project implementation? Was this adequate?

**6. Recommendations**

- a. In which areas would you be interested in working with the UN joint PBF BCV Project in future?  
What other suggestions do you have for future UN joint PBF BCV Project design?

**D: Justice Actors - the Judiciary of South Sudan (JOSS) and state-level Governments, National Police Service (SSNPS), prison officers, social workers, judges and prosecutors**

**E: Justice Actors**

1. Could you please describe your involvement in the PBF BCV Project? During which project phase (design, implementation, monitoring and evaluation) have you been involved and how?
2. Have you been sensitized on protection needs and diversion? When was the sensitization done? Who carried out the sensitization?
3. Have you been trained on children's rights, juvenile justice and inmate care? When was the training done and who conducted the training?
4. Are you aware of child protection and juvenile curriculum? What does the curriculum entail and who developed the curriculum?
5. Has the training enhanced your capacity to provide the requisite services to the vulnerable women, girls, men, boys and the youth?

**Note:** Specific reference will be made to available documentation with regard to the discussion questions.

Thank you for taking time to respond to my question. Do you have any question?

End

**F: The University of Juba and individual consultants**

1. Could you please describe your involvement in the PBF BCV Project? During which project phase (design, implementation, monitoring and evaluation) have you been involved and how?
2. How did your partnership with PBF BCV project work? What were the success factors? What were the challenges?
3. Do we have child protection and juvenile justice curriculum? Who developed the child protection and juvenile justice curriculum? Who supported the development of the curriculum and when was the curriculum developed?
4. Upon the development of the curriculum, have you trained legal and social work students, professionals and para-legal workers on child rights and how to better protect children who come to conflict/contact with the law? How many have been trained on this curriculum?
5. What lessons have been learnt through the development of the curriculum and training?

**Note:** Specific reference will be made to available documentation with regard to the discussion questions.

Thank you for taking time to respond to my question. Do you have any question?

End

**G: Local institutions (community based organisations, women's groups, youth groups,**

**community administrators and religious leaders**

1. Could you please describe your involvement in the PBF BCV Project? During which project phase (design, implementation, monitoring and evaluation) have you been involved and how? Which activities related to the PBF BCV project do you carry out?
2. Have you been sensitized and trained on legal rights, referral pathways and procedures for bringing forward a case? Who conducted the sensitization and/or training? When was the training and/or sensitization done?
3. What challenges have you faced in your involvement with the PBF BCV project?
4. In your opinion, how effective and efficient was the implementation of the PBF BCV project?
5. What would you say about the sustainability of the PBF BCV project?
6. Would you say the project has impacted on the lives of the target beneficiaries? How and what changes can you cite?

**Note:** Specific reference will be made to available documentation with regard to the discussion questions.

**Thank you for taking time to respond to my question. Do you have any question?**

**End**

## 1. FOCUS/SMALL GROUP DISCUSSIONS GUIDES

### Introduction:

This Focus Group Discussions guide is intended for data collection during the Final Evaluation of the Peacebuilding Project "BREAKING THE CYCLE OF VIOLENCE: - rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace."

**Target Respondents:** The FGD Participants will be selected among the project participants/beneficiaries including women and girls, men, boys, youth, children (upon parental/legal guardian consenting), duty bearers and other special groups. Other participant will include community discussion leaders, community action groups and community volunteers, Police Community Relations Committees (PCRCs), Community Leaders, youth group members and members of the community taking into account gender and age of the groups for ease of sharing in the discussion and to capture diverse opinions.

**Confidentiality and consent:** This study is intended to provide the investigators a better understanding of final impact of the PBF BCV Project in South Sudan. If you participate in the study, you will be asked to provide answers to the questions about yourself and your understanding of the PBF BCV project activities within your community/organization. We will also ask you to participate in a short interactive exercise.

### Information

Your name and identity will not be shared with anyone except for the research team. There are no known risks associated with your participation in this research. Your participation in this research is entirely voluntary and you do not have to participate if you do not want to. You can also decline to answer any question at any time. By signing below, you are consenting to voluntarily participate and allow us to proceed with this survey.

### Focus Group Discussions Participants Details

Target group[s]							
State:							
County:							
Venue:							
Date:							
Time started:			Time ended:				
Facilitator		Name:			Sign:.....		
Note taker		Name:			Sign: .....		
No.	Participant's Name	Age (Years)	Gender		Education	Status in the community	Signature
			Male	Female			

1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

**FGD Participants Categories Compositions**

**A: Direct beneficiaries of men/boys, women/girls, youth, and children - Reached through dialogue and trust building mechanisms have increased and lead to a reduction in violence and conflict, and enhanced trust in the formal law enforcement system leading to a stronger social contract between the state and its children and youth**

**Guiding Questions Time: 1 hour – 1½ hours**

**A. Background**

1. Since when did you start getting involved in the PBF BCV project? *(Note taker can do the head count and fill out the information in the heading)*
2. How and when did you first hear about the PBF BCV project? *(Specific time of day; when a specific/preferred activity is scheduled; etc.)*
3. Why did you decide to be engaged in the PBF BCV project?

**B. About the engagement in the PBF Project**

4. Have you participated in any training sessions conducted to sensitize people on the consequences of conflict and violence on children and youth? What were you trained on? Who organized/sponsored and facilitated the training?
5. Have you been using counseling services and PSS? Who provides the services? How have these services helped you?
6. What would you say about peace and security in this community? Would you say that you are confident about peace and security in your community? Why do you say so?
7. Do you feel secure, safe, or protected in this community? Why do you feel so?
8. Are you currently in/have you ever been part of any armed forces or groups? Have you ever considered or plan to join such groups? Why?
9. Are there legal aid services offered in this community? Are the legal aid services offered accessible? Why do you say so? Who provides the services?
10. Have you accessed any of the legal aid services provided in this community? Were the services provided up to your expectations? Were you satisfied with the services? *(Explain)*
11. What would you say about the management of violence between individuals in this village/community? Who manages violence between individuals in this village/community *(probe for the local chiefs and elders, Boma administrators, Payam Administrators, County administrators, local police and SPLA/SSDPF)? Do they manage violence satisfactorily? (Explain)*
12. When you have a dispute with someone, where do you go for resolution (traditional court, statutory court, elders, family, friends and/or police)? *Explain for the choice of resolution mechanism?*
13. If you were accused of committing a criminal offense, do you think you would receive a fair trial in

the court handling your case? Why?

14. Do you have any youth network that promotes peace in this community? Are you a member of the youth network that is promoting peace in your community? What activities do you or these networks undertake in promoting peace?
15. Have you or any member of your household ever been in contact with authorities to seek protection from a dire situation (e.g., children living and working on the streets, abuse including child labour, sexual exploitation, GBV)? How was it handled? What was the experience and lesson learnt?
16. How many statutory courts are in this community? *Explore with the group to get the number and if they are informed about the courts.*
17. In your opinion, what do you think UN through PBF BCV project should do better in future programming?

### **C. Ending the Discussion**

This discussion has been really helpful for us and we appreciate your time. Before we end, are there any other important questions that you think we should have asked you but have not done so? If yes, please share with us now. Do you have any questions for us?

*Thank you again for sharing your time and information by participating in the discussion, we value your views as they will be critical in improving, designing and implementing future programmes on peacebuilding in this community and South Sudan at large to bring positive changes to community. Do you have any question to ask?*

*End*

**B: Community Leaders Groups - who interacted/benefited from the project activities (Community discussion leaders (CDLs), Community Action Groups and Community Volunteers)**

### **Guiding Questions Time: 1 hour – 1½ hours**

1. What is your take on the PBF BCV project in this community? What was it all about?
2. Would you say that PBF BCV project is addressing the priority needs of this community? Why do you say so?
3. Would you tell me about SGBV in this community? How do community members perceive SGBV?
4. What would you say about conflict resolution mechanisms in this community? Who resolves conflict between individual members of this community?
5. Would you say that women and girls you know in this community would be reporting improvements in feeling of well-being after their participating in the PBF BCV Project activities?
6. Have you been sensitized and/or trained on child rights and juvenile justice? Who carried out the training?
7. Have you been trained and/or sensitized in peacebuilding and conflict resolution issues? Who provided the training? Would you say that the training has increased your ability to handle and resolve conflicts in the community?
8. In your opinion, what do you think UN should do better in future programming?

Thank you for participating in the discussion, we value your views as they will be critical in designing and implementing future programmes on peacebuilding in this community and South Sudan at large to bring positive changes to community. Do you have any question to ask?

End

## Annex 10.5: Informed Consent Form

### Informed Consent Form

To

Parent (Father/Mother)/ Legal Guardian/Caregiver: Full Name \_\_\_\_\_

Final Evaluation of National Girls Education Strategy (2018-2022), the Republic of South Sudan

**Subject: Consent to Conduct Individual Interviews and Focus Group Discussions for Final Evaluation National Girls Education Strategy**

Dear (Parent/Guardian),

United Nations Children’s Fund (UNICEF), United Nations Development Projectme (UNDP) and Office of the UN High Commissioner for Human Rights (OHCHR) through the funding from UN Secretary General’s Peacebuilding Fund (PBF) have been implementing a project called *“Breaking the Cycle of Violence - rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace”*. The project aims at enhancing the rule of law and supporting the juvenile justice system with a focus on accountability, human rights and reconciliation. The initiative has a two-pronged approach: *a) enhance the capacity of community-based peacebuilding mechanisms by enabling youth to enter dispute resolution processes; and b) enhance the capacity of public justice systems to ensure access to fair, gender-responsive and equitable judicial services for children and youth.*

The project targeted locations in the former states of Jonglei (Bor/Pibor) and Unity (Bentiu), which are the most conflict-affected states in the country, Juba (former Central Equatorial), as well as Aweil (former Northern Bahr el Ghazal State) which have high rates of alleged offences on children and youth. The project has come to an end and we are undertaking an assessment to establish how the project has impacted on the lives the target beneficiaries who participated including the youth and children in order to provide direction for future similar projects.

We would like to get your consent to allow us have a brief discussion/interview with your child about the project. All the information given will be confidential and will not include any specific names of respondents but will only be used for future projectming.

Do you allow us to proceed with the interview/discussion? 1. Yes          2. No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Mobile number: \_\_\_\_\_

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