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OFFICE OF COUNTER-TERRORISM



**Empowering and Engaging Youth
in Somalia, Mozambique and
Nigeria to Prevent and Counter
Violent Extremism and Terrorism
under the overall framework of
UNOCT's Global Programme on
Preventing and Countering
Violent Extremism (PCVE)**

UNCCT-2019-I-Youth

**Internal
Final Project
Evaluation**

**Final Evaluation
Report**

**Submitted date:
06/20/2025**



This internal evaluation report was prepared by the Global Programme on Preventing and Countering Violent Extremism (PCVE) of the United Nations Office of Counter-Terrorism (UNOCT). The UNOCT Evaluation and Compliance Unit (ECU) provides methodological guidance, technical advice and quality assurance in all evaluation processes. ECU can be contacted at: OCT-ECU@un.org.

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Acronyms

CEF	County Engagement Forum
CIEFFA	Centre for the Education of Girls and Women in Africa of the African Union
CLP	Core Learning Partner
CSO	Civil Society Organisation
ECOSOC	Economic and Social Council of the United Nations
ECU	Evaluation and Compliance Unit (of UNOCT)
EOSG	Executive Office of the Secretary-General
ERG	Evaluation Reference Group
GCERF	Global Community Engagement and Resilience Fund
HRGS	Human Rights and Gender Section (of UNOCT)
M&E	Monitoring and Evaluation
NCTC	National Counter-Terrorism Centre
ONSA	Office of the National Security Advisor
PCVE	Preventing and Countering Violent Extremism
RMDRS	Resource Mobilization and Donor Relations Section (of UNOCT)
UNCCT	United Nations Counter-Terrorism Centre
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNOCT	United Nations Office of Counter-Terrorism
UNODA	United Nations Office for Disarmament Affairs
UNOPS	United Nations Office for Project Services
UNPDF	United Nations Peace and Development Trust Fund
YADEN	Youth Arts, Development and Entrepreneurship Network
YEEP	Youth Engagement and Empowerment Programme
YPS	Youth Peace and Security

Management Response

Evaluation Recommendation #1			
Deliver extended in-person training for all young leaders			
Accepted? (double click to select) Yes <input checked="" type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/>		Rationale (if Partially or No): N/A	
Evaluator Priority <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Evaluator Timeframe (Short/Medium/Long-term) Long-Term	Target Implementation Date 2025 onwards	Responsible Individual Project Manager for future projects adopting the YEOP model and Head of Global Programme on PCVE
Key Actions			
1.1	For future projects adopting the YEOP model, the Global Programme on PCVE will include extended in-person training (i.e., maximizing number of days for in-person training rather than online training) for all young leaders in the project design, starting from the concept note stage.		
Evaluation Recommendation #2			
Provide additional support to young leaders to implement their peer engagement sessions in line with best practice			
Accepted? (double click to select) Yes <input checked="" type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/>		Rationale (if Partially or No): N/A	
Evaluator Priority <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Evaluator Timeframe (Short/Medium/Long-term) Long-Term	Target Implementation Date 2025 onwards	Responsible Individual Project Manager for future projects adopting the YEOP model and Head of Global Programme on PCVE
Key Actions			
2.1	For future projects adopting the YEOP model, the Global Programme on PCVE will develop a briefing note for the young leaders to provide to prospective participants in their peer engagement sessions, explaining the purpose of the peer engagement.		

2.2	For future projects adopting the YEEP model, the Global Programme on PCVE will provide coaching to the young leaders on how to explain the purpose of the peer engagement sessions, and how to answer difficult questions.
2.3	For future projects adopting the YEEP model, the Global Programme on PCVE will seek advice internally within UNOCT as to how it can provide funding to the young leaders to cover the logistical costs of conducting their peer engagement (as UNOCT does not currently have grant making authority, this may instead require partnering with another UN entity or relevant CSO).
2.4	For future projects adopting the YEEP model, the Global Programme on PCVE will develop a policy brief demonstrating how peers' inputs were used during the policy dialogues, for provision to the peers by the young leaders to 'close the loop'.

Evaluation Recommendation #3

Allocate more time, and optimise the enabling environment for young leaders to formulate policy recommendations

Accepted? (double click to select)

Yes ☒ Partial ☐ No ☐

Rationale (if Partially or No):

N/A

Evaluator Priority	Evaluator Timeframe (Short/Medium/ Long-term)	Target Implementation Date	Responsible Individual
<input checked="" type="checkbox"/> High			
<input type="checkbox"/> Medium			
<input type="checkbox"/> Low	Long-Term	2025 onwards	Project Manager for future projects adopting the YEEP model and Head of Global Programme on PCVE

Key Actions

3.1	For future projects adopting the YEEP model, the Global Programme on PCVE will allocate more time (e.g., an additional day) for the young leaders to work on their policy recommendation formulation in their small groups, ahead of the policy dialogues.
3.2	For future projects adopting the YEEP model, the Global Programme on PCVE will ensure young leaders are staying at the same accommodation during their preparation time for the policy dialogues and will consider other potential enabling factors.

Evaluation Recommendation #4

Re-design the regional policy dialogue to maximise its return on investment

Accepted? (double click to select)

Yes ☒ Partial ☐ No ☐

Rationale (if Partially or No):

N/A

Evaluator Priority	Evaluator Timeframe (Short/Medium/ Long-term)	Target Implementation Date	Responsible Individual
<input checked="" type="checkbox"/> High			

<input type="checkbox"/> Medium <input type="checkbox"/> Low	Long-Term	2025 onwards	Project Manager for future projects adopting the YEEP model and Head of Global Programme on PCVE
Key Actions			
4.1	For future projects adopting the YEEP model, where the budget permits the involvement of five or more Member States, the Global Programme on PCVE will retain the in-person regional policy dialogues, select Member States in the same sub-region or region, and focus on influencing sub-regional or regional policies and programmes.		
4.2	For future projects adopting the YEEP model, where the available budget permits the involvement of less than five Member States, the Global Programme on PCVE will conduct multilateral knowledge exchange through online dialogues, rather than holding an in-person regional policy dialogue.		
Evaluation Recommendation #5			
Incorporate a more structured exit, sustainability and visibility strategy			
Accepted? (double click to select) Yes <input checked="" type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/>		Rationale (if Partially or No): N/A	
Evaluator Priority <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Evaluator Timeframe (Short/Medium/Long-term) Short, Medium and Long-Term	Target Implementation Date 2025 onwards	Responsible Individual Project Manager for future projects adopting the YEEP model and Head of Global Programme on PCVE
Key Actions			
5.1	The Global Programme on PCVE will discuss fundraising opportunities with UNOCT's Resource Mobilization and Donor Relations Section (RMDRS) to maintain UNOCT's YEEP Alumni Network.		
5.2	The Global Programme on PCVE will discuss fundraising opportunities with UNOCT's RMDRS to provide additional skill development to the young leaders trained under this project.		
5.4	For future projects adopting the YEEP model, the Global Programme on PCVE will develop a structured exit, sustainability and visibility strategy, from the concept note development stage.		
Evaluation Recommendation #6			
Strengthen the incorporation of human rights, gender, disability inclusion and leaving no one behind considerations			
Accepted? (double click to select) Yes <input checked="" type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/>		Rationale (if Partially or No): N/A	

Evaluator Priority <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Evaluator Timeframe (Short/Medium/ Long-term)	Target Implementation Date	Responsible Individual
	Long-Term	2025 onwards	Project Manager for future projects adopting the YEOP model and Head of Global Programme on PCVE in cooperation with HRGS
Key Actions			
6.1	For future projects adopting the YEOP model, the Global Programme on PCVE will work in close collaboration and consultation with UNOCT's Human Rights and Gender Section (HRGS), from the concept note development stage, to explore avenues (within project design, implementation, monitoring, evaluation and learning) to strengthen considerations relating to human rights, gender, disability inclusion and leaving no one behind, including, but not limited to, those that were identified within this evaluation.		

Executive Summary

Introduction

The subject of this evaluation is the project titled “Empowering and Engaging Youth in Somalia, Mozambique and Nigeria to Prevent and Counter Violent Extremism and Terrorism under the overall framework of UNOCT’s Global Programme on PCVE” (hereafter referred to as “the project”). The project was delivered from January 2023 to February 2025 with funding of USD \$1,086,481¹ provided by China through the United Nations Peace and Development Trust Fund (UNPDF). Despite its name, the project was implemented in Kenya, Nigeria and Somalia (Kenya was later chosen rather than Mozambique due to operational and security concerns in Mozambique). The Project sought to empower and enable young people to contribute to PCVE efforts and policies, thereby facilitating the development and implementation of effective PCVE initiatives in the three implementation countries. Key project activities included training of young leaders², youth-led peer engagement, and policy dialogues between young leaders and key decision makers in PCVE.

The evaluation of the project was conducted by the Monitoring and Evaluation (M&E) Specialist under the Global Programme on PCVE between September 2024 and May 2025, supported by M&E planning and data collection undertaken throughout project implementation, as well as the Evaluation Reference Group (ERG) consisting of the PCVE Programme Team, the Human Rights and Gender Section (HRGS), and the Evaluation and Compliance Unit (ECU) for technical review and quality assurance. The evaluation adopted a mixed-methods approach to data collection, drawing on both qualitative and quantitative sources. The evaluation sought to provide accountability, support learning and continuous improvement, and contribute to the evidence base for youth/PCVE initiatives. It focused on three evaluation criteria: relevance; effectiveness; and human rights, gender equality, disability inclusion and leaving no one behind.

Findings

The evaluation found the project to have been well-designed and implemented, and aligned to relevant priorities. The project achieved all of its intended results, including both learning outcomes and long-term outcomes. Most notably, there is strong evidence of impact and sustainability in all three implementation countries. Taking into account the identified opportunities for improvement, the project could be scaled-up within Africa to include a larger number of Member States, and also scaled-up within each Member State to achieve greater depth at a sub-national level.

Key findings		Description
Effectiveness	Finding 1: The project achieved significant reach; however, there are opportunities to increase the participation of women and people with limited English proficiency	The project reached 905 young people (60 young leaders and 845 of their peers), and 97 key decision makers in PCVE. The project met its original reach target for young leaders in Kenya and Nigeria, but not for Somalia where 10 young leaders discontinued their participation in the project. English language limitations may have contributed to the lower engagement among the Somali cohort. The gender balance among young leaders was close to even (32 women, 28 men); however, among

¹ Of which USD \$1,055,455 was for project implementation and USD \$31,026 was for the final evaluation

² For the purposes of this report “young leaders” refers to the core group of young people selected to complete the training, deliver peer engagement, and participate in the policy dialogues. Please note that while organisations adopt varying definitions of “young people”, this project allowed applications from people aged 18-29 years.

	peers (382 women, 463 men) and key decision makers (32 women, 65 men) more men were engaged in the project.
Finding 2: Young leaders have influenced PCVE policies and programmes in Kenya, Nigeria and Somalia	In Kenya, the young leaders have informed the new National Strategy on PCVE. In Nigeria, the young leaders have become an informal youth advisory board for the Nigerian NCTC/ONSA. In Somalia, the young leaders have informed the new National Strategy on PCVE, and the government has taken on board several of the young leaders' policy recommendations, including establishing a youth advisory council to help protect marginalised people from recruitment into non-state armed groups. Following the conclusion of the project, young leaders from all three implementation countries also collaborated to deliver 'Youth4HarmonyHack', a hackathon-style initiative calling on young people to develop engaging and creative social cohesion content for social media, which achieved over 1 million views. The project also achieved a multiplier effect through the peer engagement sessions, with most peers reporting they had learned something new about PCVE from the young leaders and that their perspective changed as a result of their participation.
Finding 3: Young leaders feel more confident discussing PCVE as a result of the project	There was a 32% increase in confidence discussing PCVE among young leaders (n=21). Young leaders reflected on their increased comfort presenting in front of high-level stakeholders, as well as a positive change in their self-perception as leaders in PCVE.
Finding 4: Young leaders feel empowered to contribute to PCVE efforts within their region, nation or community as a result of the project	There was a 16% increase in confidence contributing to PCVE efforts among young leaders. Young leaders shared examples of empowerment such as pursuing further studies in PCVE, taking on a career in PCVE and participating in or organising new PCVE initiatives.
Finding 5: Young leaders have continued to engage with each other beyond the project	Within three months of completing the national policy dialogues the young leaders had established formal YEEP alumni groups in each implementation country. Almost all young leaders (96%) reported remaining in contact with at least one other member of YEEP alumni (n=48).
Finding 6: Engagement between young leaders and key decision makers has increased as a result of the project	The Somalia YEEP Alumni Group co-delivered an event with government and CSO partners for International Day of Peace in September 2024. The Nigeria YEEP Alumni Group co-launched a strategic communications campaign with the Nigerian NCTC/ONSA in April 2025. The young leaders from Kenya were invited to provide feedback on the new National Strategy for PCVE in June 2024, and, following the project, the Kenyan NCTC obtained internships for most young leaders in CSOs who form part of Kenya's County Engagement Forums (CEFs) which support the NCTC in the implementation of the National Strategy for PCVE at the sub-national level.
Finding 7: The achievement of the project's long-term outcomes was supported by its strong learning outcomes	The foundational modules on violent extremism and PCVE were critical to ensure young leaders had a deep understanding of key concepts. The modules on engagement provided the young leaders with skills that were transferred to the peer engagement sessions and their everyday lives. The modules on policymaking and policy advocacy supported the success of the policy dialogues.

	Finding 8: The project design is unique and supported strong outcomes, with some opportunities for improvement	Each element of the project played a key role in the outcomes achieved. Opportunities for improvement include adopting an extended in-person training modality for all implementation countries, better supporting the young leaders to align their peer engagement sessions with best practice, and re-designing the regional policy dialogue to maximise its return on investment.
	Finding 9: The project team's youth-sensitive and highly engaging facilitation approach supported learning outcomes	The facilitation style adopted by the project team was highly effective, enabling free expression among young leaders, and adequately preparing them for the peer engagement sessions and policy dialogues.
	Finding 10: Partnerships supported implementation success; and the project team learned that government counterparts should be engaged early in project planning	The project team formed partnerships with relevant UN entities and CSOs, who played an advisory role, including: supporting the tailoring of implementation to local contexts; facilitating access to government counterparts; and supporting the recruitment and selection of young leaders. The project team learned, through implementation in Nigeria, that government counterparts should be engaged as early as possible in project planning to facilitate the policy dialogues, and this was subsequently adopted in Kenya and Somalia.
	Finding 11: The project was flexible to adapt to implementation challenges	Operational and security concerns led the project team to implement the project in Kenya rather than Mozambique, and to move to a primarily online modality for Somalia. In addition, in-person activities for Somalia were conducted in Kenya in order to safeguard young people, with do no harm being a critical principle of the project approach.
	Finding 12: Future projects would benefit from a more structured exit, sustainability and visibility strategy	The exit, sustainability and visibility strategy should include: ongoing maintenance of UNOCT's YEEP Alumni Network, additional support for young leaders, including additional skill development and funding of pilot PCVE initiatives; and the adoption of a bespoke communications approach to facilitate increased visibility of the project's sustainability, including youth-led initiatives stemming from the project.
	Finding 13: The project's integrated M&E supported measurement of success	The development of a comprehensive M&E Plan at the outset of the project, and robust data collection throughout implementation, significantly facilitated this evaluation.
Relevance	Finding 1: The project demonstrated strong alignment to all relevant policy and programme frameworks	The project was strongly aligned with, and contributed, to the desired results of the Sustainable Development Goals (SDGs) and Youth Peace and Security (YPS) agenda, as well as UNOCT's strategic directions on CT/PCVE, as documented in the GCTS and the UNOCT Strategic Plan and Results Framework (SPRF).
	Finding 2: The project demonstrated strong alignment to Member State and UNPDF priorities	Terrorist and violent extremist groups are a key concern in all three implementation countries, and there was an appetite to draw on the perspectives of young people in response to this issue. The project also aligned with the priorities of UNPDF/Peace and Security Sub-Fund.

Human rights, gender equality, disability inclusion and leaving no one behind	Finding 1: Do no harm principles were incorporated to a significant extent	The project's Youth Engagement Specialist and local partners ensured that do no harm principles were incorporated into project design and implementation.
	Finding 2: Gender equality considerations were incorporated to a moderate extent	Achieving a gender balance among young leaders and including gender as a thematic area were the primary focus of the project's gender equality approach. Further opportunities include: hiring women and men facilitators, considering specific measures based on the cultural norms of the implementation country, encouraging young leaders to achieve a gender balance within their peer engagement, and requesting governments to nominate a minimum number of women representatives for the policy dialogues.
	Finding 3: Leaving no one behind considerations were incorporated to a more limited extent	Including peer engagement in the project design was the primary focus of the project's leaving no one behind approach. Further opportunities include: adopting a sub-national approach, involving organisations representing minority groups, using translation and interpretation services, and providing young leaders with access to funding to cover the logistical costs of their peer engagement sessions.
	Finding 4: Disability inclusion was not factored into project design or implementation	Disability inclusion considerations were not incorporated into the project. Future projects would need to allocate funding for appropriate expertise and to enable the project team to make reasonable adjustments where requested.
	Finding 5: There is an opportunity to incorporate human rights as a thematic area within future projects	Future projects should strengthen training on the intersections between human rights and PCVE by including a standalone module on this topic within the curriculum for young leaders, encourage young leaders to collect insights from their peers on these intersections, and create a thematic area for human rights within the policy dialogues.

Recommendations

The evaluation generated six key recommendations for future projects:

Recommendation No. # 1: Deliver extended in-person training for all young leaders

The implementation model adopted for Nigeria, where the young leaders completed additional training in person, facilitated learning outcomes and enabled the formation of strong interpersonal connections between the young leaders early on in the project. This model should be adopted for all implementation countries in the future.

Recommendation No. # 2: Provide additional support to young leaders to implement their peer engagement sessions in line with best practice

The additional support pertains to assisting young leaders to communicate clearly with prospective peers about the purpose of the peer engagement, providing funding to cover the logistical costs of conducting peer engagement, and 'closing the loop' with peers by providing a summary of how their inputs have been used.

Recommendation No. # 3: Allocate more time, and optimise the enabling environment for young leaders to formulate policy recommendations

Adding additional time for the young leaders to work on their policy recommendations in their small groups may reduce stress and enable stronger presentations at the policy dialogues. In addition, the enabling environment for this important in-person group work should be optimised, including through ensuring young leaders are staying at the same accommodation.

Recommendation No. # 4: Re-design the regional policy dialogue to maximise its return on investment

There are three options for re-designing the regional policy dialogue: 1) A whole-of-region approach in partnership with the African Union, with an in-person policy dialogue focused on influencing regional policymaking (requires a large budget to accommodate 20 or more Member States); 2) A sub-regional approach in partnership with a sub-regional organisation, with an in-person policy dialogue focused on sub-regional policymaking (requires a medium budget to accommodate 5-20 Member States); 3) Multilateral knowledge exchange through online dialogues (can be achieved with a smaller budget and less than five Member States).

Recommendation No. # 5: Incorporate a more structured exit, sustainability and visibility strategy

To maximise sustainability, the strategy should include: ongoing maintenance of UNOCT's YEEP Alumni Network; additional skill development for young leaders; funding of pilot PCVE initiatives; and the development of a bespoke communications plan, in collaboration with UNOCT's Communications Unit, to bring greater visibility to youth-led initiatives stemming from future projects.

Recommendation No. # 6: Strengthen the incorporation of human rights, gender, disability inclusion and leaving no one behind considerations

Opportunities to strengthen human rights considerations include: strengthening the do no harm approach for the peer engagement; and incorporating human rights as a thematic area within each element of the project. Opportunities to strengthen gender considerations include: hiring both women and men facilitators; considering the need for specific measures depending on the cultural norms of the implementation country; encouraging the young leaders to achieve a gender balance within their peer engagement; and requesting governments to nominate a minimum number of women representatives for the policy dialogues. Opportunities to strengthen leaving no one behind considerations include: involving organisations representing minority groups in the project; providing translation and interpretation services; and providing young leaders with funding to cover the logistical costs of the peer engagement sessions. These opportunities should be elaborated, and further opportunities identified, with the support of UNOCT's HRGS.

1. Introduction

1.1 Background context

Terrorism and violent extremism continue to be a source of concern for governments and communities across Africa. Sub-Saharan Africa is one of the regions most impacted by terrorism globally, accounting for over half of all fatalities as a result of terrorism in 2023³, and often described as the “global epicentre for violent extremist activity”⁴. Globally, and across Africa, Young people are disproportionately affected by terrorism – evidence suggests they may be more vulnerable to radicalization to violence and recruitment, and are more likely to experience the impacts of terrorism on communities.⁵ At the same time, young people’s involvement in preventing and countering violent extremism (PCVE) policymaking and programming remains relatively limited. Young people have unique experiences, yet are rarely provided with opportunities to share their perspectives and support the development of robust whole-of-society PCVE policies and programmes.

1.2 The Project

The Youth Engagement and Empowerment Programme (YEEP) was developed by the United Nations Office of Counter-Terrorism (UNOCT) in 2020, as an innovative approach to enhance the meaningful participation of young people in PCVE efforts. The YEEP model includes training of young leaders⁶, youth-led peer engagement, and policy dialogues between young leaders and key decision makers. Its implementation modality has been adapted in response to local contexts and improved over time, supported by internal monitoring and evaluation (M&E). YEEP was first piloted as a national model in Australia, Sudan and Sweden in 2020 and 2021, and delivered as a regional model in South and Southeast Asia in 2022.

In 2023, China, through the United Nations Peace and Development Trust Fund (UNPDF) contributed USD \$1,055,455 towards the implementation of YEEP in Africa, under the project titled “Empowering and Engaging Youth in Somalia, Mozambique and Nigeria to Prevent and Counter Violent Extremism and Terrorism under the overall framework of UNOCT’s Global Programme on PCVE” (hereafter referred to as “the project”). In addition, UNPDF provided USD \$31,026 for the final evaluation of the project. While the project was originally intended to be implemented in Mozambique, Nigeria and Somalia, the project team, in close consultation with UNPDF –specifically the Management Team of the Peace and Security Sub-Fund of UNPDF in the Executive Office of the Secretary General (EOSG) – as well as UNOCT’s Resource Mobilization and Donor Relations Section (RMDRS), and UNOCT’s Security and Cybersecurity Team, decided to implement in Kenya. This was due to significant operational and security challenges in Mozambique.

According to the project document, the project sought to “increase the resilience of young people against violent extremism, and recruitment into terrorist groups, by increasing their awareness of violent extremism trends and vulnerabilities, their cognitive complexity⁷, and by empowering them to rise as leaders within their own communities.” Upon the development of a logic model for the project (see Annex 1) the project’s goal was reformulated to the following: To empower and enable young people to contribute to PCVE efforts and policies,

³ Institute for Economics and Peace, *Global Terrorism Index 2024*, February 2024

⁴ United Nations Development Programme, *Journey to Extremism in Africa: Pathways to Recruitment and Disengagement*, 2023

⁵ Ibid

⁶ For the purposes of this report “young leaders” refers to the core group of young people selected to participate in the project, who participated in all elements of the project (training, peer engagement, policy dialogues). While there are varying definitions of “young people”, this project allowed applications from people aged 18-29 years.

⁷ In the context of this project, “cognitive complexity” refers to the ability of young leaders to think about complex issues in a nuanced way, taking into account multiple factors and perspectives, and coming up with multi-faceted solutions to violent extremism

thereby facilitating the development and implementation of effective PCVE initiatives in the three implementation countries.

The Project was delivered by UNOCT's Global Programme on PCVE under the United Nations Counter-Terrorism Centre (UNCCT), from January 2023 to February 2025. The project's activities are summarised in Table 1. Of note, the implementation modality and timing differed by implementation country. The project team was comprised primarily of a Programme Management Officer and a Youth Engagement Specialist (the latter also acting as the primary training facilitator), although additional support was provided by other members of the Global Programme on PCVE, including the Head of the Global Programme on PCVE, two Programme Management Analysts and an M&E Specialist. In addition, local facilitators were engaged in Nigeria and Somalia to co-facilitate the online training, and logistical support for the in-person activities was provided by the United Nations Office for Project Services (UNOPS). The project team also partnered with several UN agencies and civil society organisations (CSOs), who played an advisory role, including supporting the context analysis, facilitating connections with relevant government counterparts, and supporting the recruitment and selection of young leaders. The project trained 60 young leaders, who engaged 845 of their peers, and subsequently presented policy recommendations to 97 key decision makers.

Table 1 – Project activities

Project activity	Activity # in donor agreement	Nigeria	Somalia	Kenya	Stakeholders
Context analysis consultations The project team met with a range of stakeholders based in each implementation country to understand the local context with regards to violent extremism, PCVE policies and programmes, and youth engagement. This informed tailoring of project implementation in each country.	A1	January to April 2023	January to April 2023 and August to December 2023	January to April 2024	UN agencies, CSOs and government entities
Application and selection process The project team partnered with key stakeholders to disseminate applications and select a cohort of young leaders for each implementation country.	-	June-August 2023	January-March 2024	May 2024	CSOs and government entities Young leaders
Training of young leaders to introduce key concepts in PCVE The project team trained the young leaders on the concepts of violent extremism and PCVE, as well as stakeholder engagement techniques, with a focus on engaging communities on sensitive topics such as violent extremism.	A2	Five weeks Online August-September 2023	Six weeks Online March-April 2024	Three weeks Online June 2024	Young leaders
Training and coaching of young leaders in preparation for the peer engagement The project team trained and coached the young leaders to plan for their peer engagement, including developing agendas, and putting in place	A3	Five days In person September 2023	Seven weeks Online April-June 2024	Five weeks Online June-July 2024	Young leaders

appropriate engagement techniques and safeguarding measures.					
Peer engagement Young leaders engaged with peers in their networks to explore how violent extremism affects young people in their local contexts, and to discuss potential solutions (PCVE policies and programmes) for presentation at the policy dialogues.	-	Four weeks Online/in-person October 2023	Four weeks Online/in-person June-July 2024	Three weeks Online/in-person July-August 2024	Young leaders Peers
Training and coaching of young leaders in preparation for the policy dialogues The project team trained the young leaders in policymaking, supported them to analyse the information collected from their peers, and helped them transform it into policy recommendations. The young leaders were also trained in policy advocacy techniques.	A4	Eight weeks and one day Online/in-person November-December 2023 and January 2024	Three weeks and two days Online/in-person July-August 2024	One week and two days Online/in-person August 2024	Young leaders
National policy dialogues The project team facilitated three national policy dialogues (one in each implementation country), whereby young leaders met with key decision makers to discuss their recommendations with regards to PCVE.	A5	Two days In person January 2024	One day In person August 2024	One day In person August 2024	Young leaders Key decision makers (government and CSOs)
Regional policy dialogue The project team facilitated a regional policy dialogue, whereby a selection of young leaders from each implementation country met with key decision makers to share what had been discussed at the national policy dialogues.	A6	Two days In person August 2024			Young leaders Key decision makers (government and CSOs)
Best practice and lessons learned report The project team developed a best practice and lessons learned report, incorporating feedback from young leaders.	A7	December 2024 to February 2025			Young leaders
Support young leaders to access relevant networks The project team supported young leaders to participate in UNOCT's YEEP Alumni Network and other relevant fora.	A8	Online October 2024 to February 2025			Young leaders

2. Evaluation Purpose and Scope

2.1 Purpose

This project, as is the case for all projects funded by UNPDF, was subject to evaluation at the end of the implementation period. This evaluation has sought to provide accountability for the project, support learning and continuous improvement of future UNOCT projects, and contribute to the evidence base for youth/PCVE work. This includes considerations with regards to human rights, gender equality, disability inclusion and leaving no one behind.

2.2 Scope

The evaluation covered all project activities, in all implementation countries (Kenya, Nigeria, Somalia) during the entire duration of the project (January 2023 to February 2025).

2.3 Key evaluation questions

The evaluation focused on three evaluation criteria, namely Relevance, Effectiveness and Human rights, gender equality, leaving no one behind and disability inclusion, as shown below.

Table 2 – Evaluation questions and criteria

Criteria	Questions
Relevance	To what extent is the project aligned to the United Nations Sustainable Development Goals (SDGs), the United Nations Global Counter-Terrorism Strategy (GCTS), the Youth Peace and Security (YPS) agenda, the UNOCT Strategic Plan and Results Framework (SPRF) 2022-2025, and the UNOCT/UNCCT Global Programme on PCVE?
	To what extent is the project aligned to Member State priorities?
Effectiveness	To what extent did the project reach its intended beneficiaries?
	To what extent did the project achieve its intended results? To what extent have results been sustained?
	To what extent has the project design supported the achievement of results?
	How well has the project been managed and implemented?
Human rights, gender equality, disability inclusion and leaving no one behind	To what extent has the project design and implementation considered human rights, gender equality, youth as well as marginalized groups, including people with disabilities?

2.4 Stakeholder involvement

The evaluation was conducted by the Global Programme on PCVE's M&E Specialist, and supported by an ERG comprised of UNOCT's ECU, HRGS, and members of the project team. The ERG provided technical guidance and quality assurance throughout the evaluation process. In addition, Core Learning Partners (CLPs) – including representatives of the Management Team of the Peace and Security Sub-Fund of UNPDF in EOSG, and representatives from UNOCT's RMDRS – contributed to the evaluation through participation in interviews, and through the review of this report. UNCCT senior leaders were involved through participation in interviews, and providing clearance of the report. Beneficiaries were involved through participation in surveys and interviews. Finally, in addition to participating in the ERG, the project team were involved through providing relevant information and data, and through participation in a focus group discussion.

3. Evaluation Methodology

3.1 Evaluation design and data collection methods

M&E for the project was comprised of five key stages, as shown in Table 3. The evaluation adopted a mixed-method approach to data collection, drawing on both qualitative and quantitative sources, as shown in Table 4. Survey timing was aligned to activity implementation and therefore differed by country of implementation, as shown in Figure 1.

Table 3 – Key stages of project M&E

Stage	Description	Timing
Stage 1 – M&E planning	The Global Programme on PCVE (specifically the M&E Specialist, Programme Management Analyst and project team) developed an M&E Plan for the project. This included a comprehensive logic model and evaluation matrix (see Annexes 1 and 2) and an implementation plan (roles and responsibilities, data collection plan, timeline, data collection tools). The M&E Plan was updated, as needed, throughout project implementation.	July 2023
Stage 2 – Data collection throughout project implementation	The Global Programme on PCVE (specifically the M&E Specialist, Programme Management Analyst and project team) implemented the agreed data collection plan. This included recording the profile of all project beneficiaries, and conducting surveys and interviews with project beneficiaries.	August 2023 to August 2024
Stage 3 – Preparation for the Final Internal Evaluation	Upon confirmation that UNDPF could provide funding for the evaluation, the ERG was formed and the Global Programme on PCVE's M&E Specialist worked closely with the ERG to develop an evaluation terms of reference (ToR). Once the ToR were accepted by the donor, an inception report was developed and finalised, also with the support of the ERG.	September 2024 to January 2025
Stage 4 – Additional data collection for the evaluation	The Global Programme on PCVE (specifically the M&E Specialist) implemented additional data collection, including: follow-up interviews with key decision makers; a focus group discussion with the project team; interviews with UNCCT senior leaders; interviews with representatives from the Management Team of the Peace and Security Sub-Fund of UNPDF in EOSG and UNOCT's RMDRS; and a review of key documents (see Annex 4).	February and March 2025
Stage 5 – Analysis and reporting for the evaluation	The Global Programme on PCVE (specifically the M&E Specialist) undertook analysis of all data collected (see Section 3.2 for more details) and prepared the first draft report, reviewed by the ERG. The second draft report was reviewed again by the ERG, as well as the CLPs. The final report was issued in June 2025.	March to May 2025

Table 4 – Data collection methods, timing and sample sizes

Data collection method	Timing	M&E stage	Sample size											
			Total	Resp. rate*	Gender			Country				Org. type		
					Woman	Man	Other	Kenya	Nigeria	Somalia	Unknown	Gov	CSO	UN
Pre-survey of young leaders	Kenya: May 2024 Nigeria: Aug 2023 Somalia: Mar 2024	Stage 2	72	95%	41	36	1	22	24	26	0	-	-	-
Immediate post-survey of young leaders	Kenya: Aug 2024 Nigeria: Jan 2024 Somalia: Aug 2024	Stage 2	57	95%	26	27	4	22	23	12	0	-	-	-
Follow-up post-survey of young leaders	All three countries: Nov 2024	Stage 2	52	87%	24	19	9	13	19	12	8	-	-	-
Matched sample**	-	-	21	35%	11	10	0	7	9	5	0	-	-	-
Follow-up interviews with young leaders	Nov 2024	Stage 2	16	27%	8	8	0	7	5	4	0	-	-	-
Immediate post-survey of peers	Kenya: Jul-Aug 2024 Nigeria: Sep-Oct 2023 Somalia: Jun-Jul 2024	Stage 2	737	87%	306	431	0	259	332	146	0	-	-	-
Follow-up interviews with key decision makers	Feb-Mar 2024	Stage 4	16	18%	8	8	0	4	8	4	0	5	10	1
Focus group discussion with the project team	Mar 2024	Stage 4	2	100%	1	1	0	-	-	-	-	-	-	-
Interviews with UNCCT senior leaders	Mar 2024	Stage 4	2	100%	0	2	0	-	-	-	-	-	-	-
Interviews with UNPDF and UNOCT's RMDRS	Mar 2024	Stage 4	2	100%	1	1	0	-	-	-	-	-	-	-
Activity attendance records	Aug 2023-Aug 2024	Stage 2	-	-	-	-	-	-	-	-	-	-	-	-
Document review	Mar 2025	Stage 4	-	-	-	-	-	-	-	-	-	-	-	-

*The response rates for the surveys with young leaders are calculated based on a total of 76 young leaders for the pre-survey and 60 young leaders for the immediate post-survey and follow-up post-survey. As noted in Section 4.1, the project started with 76 young leaders, which had reduced to 60 by the end of the online training

**Despite the base sizes for the individual surveys with young leaders, a total of n=21 responses could be matched, for the purposes of the matched analysis between the pre-survey of young leaders and the follow-up post survey of young leaders

Figure 1 – Survey timeline

Project activity/Survey	2023					2024										
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Pre-survey of young leaders	N							S		K						
National policy dialogue						N							S/K			
Immediate post-survey of young leaders						N							S/K			
Regional policy dialogue													N/S/K			
Follow-up post-survey of young leaders																N/S/K

Legend: Kenya = K; Nigeria = N; Somalia = S

3.2 Analysis approach

Quantitative data were analysed in Excel using descriptive statistics. A matched analysis – where individual cases are matched to reliably measure change over time with the same sample – was performed on repeated measures included in the three surveys. Qualitative data were analysed through manual coding of open ended responses from the surveys, and a review of interview and focus group transcripts to identify key themes. Data were triangulated, through comparing the perspectives of multiple stakeholder groups and types of data, to validate and assess the strength of findings. In addition, the focus group discussion with the project team assisted the M&E Specialist with sensemaking and identification of lessons learned.

3.3 Considerations regarding human rights, gender equality, leaving no one behind and disability inclusion

The following measures were adopted to incorporate human rights, gender quality, leaving no one behind and disability inclusion considerations into the evaluation:

- In line with the dedicated evaluation criterion and question on this subject, human rights, gender equality, leaving no one behind and disability inclusion have been examined to the extent possible within the scope of the evaluation, and results included in a dedicated findings section (see Section 4.6). In addition, findings have been disaggregated by gender and implementation country, throughout the report, where possible.
- When recruiting for interviews, purposive sampling was used. In other words, efforts were made to reach both women and men, and stakeholders from all three implementation countries, to ensure diverse perspectives were captured. A gender balance was achieved overall, with a satisfactory balance also achieved by country (see Table 4 on page 18). In addition, when recruiting for the interviews with key decision makers specifically, efforts were made to reach both government and CSO representatives, with more CSO representatives reached overall. Questions regarding human rights and gender mainstreaming were incorporated into the interviews with key decision makers.
- The focus group discussion with the project team was attended by all members of the team (one woman, one man), and lessons learned regarding human rights, gender equality, leaving no one behind and disability inclusion were discussed under a dedicated agenda item.

3.4 Ethical considerations and safeguards

The following measures were adopted regarding ethical considerations and safeguards:

- Participation in all data collection activities was completely voluntary and based on informed consent.
- Surveys did not collect any unnecessary personally identifying information. Unique identifiers were used to allow matched analysis between surveys without collecting names.
- Interviews were conducted by the Global Programme on PCVE's M&E Specialist and Programme Management Analyst, who were not directly involved in project implementation. Interviewees were encouraged to provide honest feedback to support continuous improvement.
- Impact stories and quotes from interviews have been deidentified in this report. Permission has been sought from the subject of the impact stories to include these in the report.
- The data collected will be used solely for the purposes of this evaluation.

3.5 Limitations

The following limitations should be noted when reading this report:

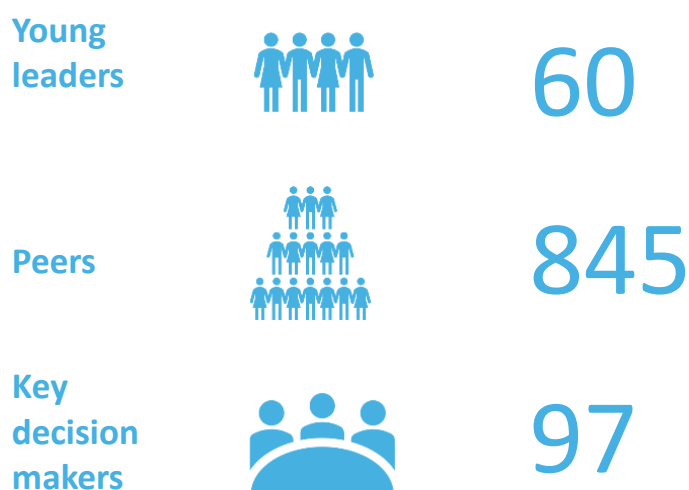
- While all young leaders were encouraged to complete the surveys, the surveys were voluntary and were not completed by the total population of young leaders involved in the project (a small number of young leaders opted not to complete the surveys). Further, the matched analysis undertaken between the pre-survey of young leaders and the follow-up post survey of young leaders had a reduced sample of n=21 (only this number of responses could be matched using the unique identifiers provided by respondents, an approach adopted to ensure anonymity). Therefore, the views expressed in the surveys are indicative only and cannot be considered to represent the views of all young leaders.
- The follow-up post-survey and interviews with young leaders were implemented three months following the regional policy dialogue. As national activities for Nigeria were completed first, this meant Nigerian young leaders were providing feedback approximately nine months after their national policy dialogue, compared to approximately three months for the Kenyan and Somali respondents (see Figure 1). Therefore, the results of the project may appear stronger in Nigeria due to the benefit of additional time.
- Interviews were undertaken with a sample of stakeholders from each stakeholder group (as shown in Table 4 on page 18). Therefore, the views expressed in the interviews are indicative only and cannot be considered to represent the views of all stakeholders.
- Interviews were completed by UNCCT representatives, more specifically the Global Programme on PCVE's M&E Specialist and Programme Management Analyst. While these representatives were not directly involved in delivering project activities, and efforts were made to encourage honest feedback, the results of the interviews may still incorporate some level of social desirability bias, with stakeholders potentially overstating positive outcomes due to a desire to continue being involved in UNOCT/UNCCT activities.

4. Findings

4.1 Effectiveness: Project reach

Key evaluation question: Key evaluation question: To what extent did the project reach its intended beneficiaries?

Finding 1: The project achieved significant reach; however, there are opportunities to increase the participation of women and people with limited English proficiency



Young leaders

The project reached 60 young leaders (32 women, 28 men) (see Figure 2). The original target set for young leaders was “approximately 25 young leaders per country” (as per the donor agreement) which was reached for Kenya (22) and Nigeria (22), but not for Somalia (16). These numbers represent the young leaders who completed all three core elements of the project i.e. training, peer engagement and policy dialogues.

In total, 76 young leaders were originally selected to participate in the project (26 in Kenya, 24 in Nigeria and 26 in Somalia). According to the application requirements, young leaders had to be aged between 18-29 years. In Kenya, two young leaders exited of their own volition in the early stages of the training, and a further two were found to not meet the selection criteria based on their age (which they had recorded incorrectly on the application form), and were therefore informed they could not continue. In Nigeria, two young leaders exited of their own volition after completing the online training.

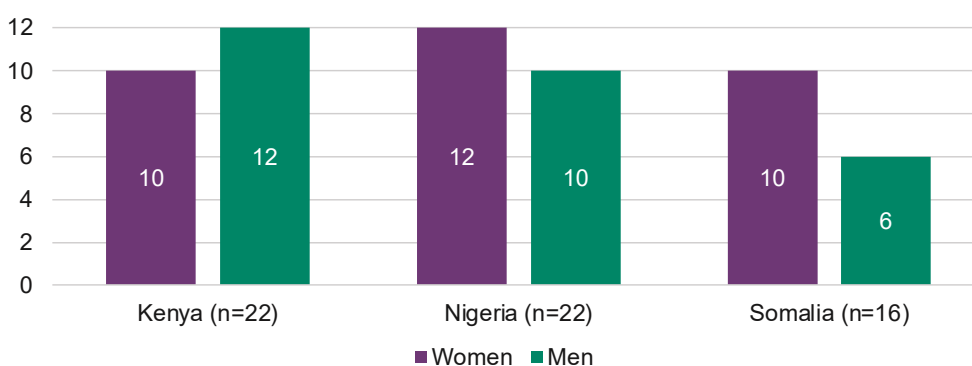
In Somalia, two young leaders exited of their own volition in the early stages of the training, and eight were assessed by the project team to have not met the minimum requirements of the training to move onto the next stages of the project (e.g. failed to attend all the training sessions and complete all the assignments), and were therefore informed they could not continue. This was in an effort to safeguard the young leaders, who, following the training, had to conduct sensitive peer engagement sessions and present recommendations to high-level stakeholders at the policy dialogues. The project team considered that these activities would have been risky without the background knowledge and skills provided by the training.

Insights from the project team suggest that, while a small number of ‘drop outs’ are typical in youth projects, language accessibility may have been a factor in the lower engagement in the training in Somalia. While the project intentionally selected young leaders with English language skills, some of the young leaders from Somalia reportedly relied on support from each other to fully engage in the training content and complete the assignments. As the content became more complicated, and the assignments more frequent, some of the young leaders reportedly disengaged. The conduct of primarily online training for Somalia may have also compounded this effect. This raises the question about the feasibility of delivering the YEEP model in English in contexts where English is not the national language. Future projects could either focus on English-speaking countries or invest in delivering the project in other languages – noting that the associated costs of translating the training materials and finding youth engagement specialists who can speak relevant languages would need to be factored in, and it may not be feasible to invest in translating the materials into all languages.

With regards to the demographic profile of the young leaders, their age ranged from 21 to 29, with the median age being 26.⁸ The gender balance (32 women, 28 men) was achieved through intentionally selecting both young women and men from the applications that met the eligibility criteria, demonstrated a clear interest in PCVE and were actively engaged with other young people. In Somalia, young women outnumbered young men by almost two to one (see Figure 2). While a gender balance was achieved in the selection process for Somalia, a higher number of men young leaders discontinued their participation in the project compared to women young leaders. Men young leaders may have been more likely to exit the project due to having existing networks and opportunities in PCVE, which, according to the project team, and a small number of young leaders and key decision makers interviewed, is a particularly male-dominated space in Somalia. Women young leaders, on the other hand, may have been more likely to view this project as a unique opportunity to become more involved in PCVE, providing additional motivation for to continue their participation despite the language difficulties mentioned previously.

The project team also noted that the young leaders represented all six geopolitical zones of Nigeria and over a third of its states (14 of 36)⁹, approximately a third of all counties in Kenya (17 of 47)¹⁰ and all six states of Somalia. This was achieved through partnering with organisations who had networks with young people across each implementation country, and intentionally selecting young leaders from different geographical areas, among the applications that met the eligibility criteria and were considered to be high quality.

Figure 2 – Project reach: young leaders



Base: N=60

Source: Project activity reach data

⁸ To apply to participate in the project, young leaders had to be aged between 18 to 29

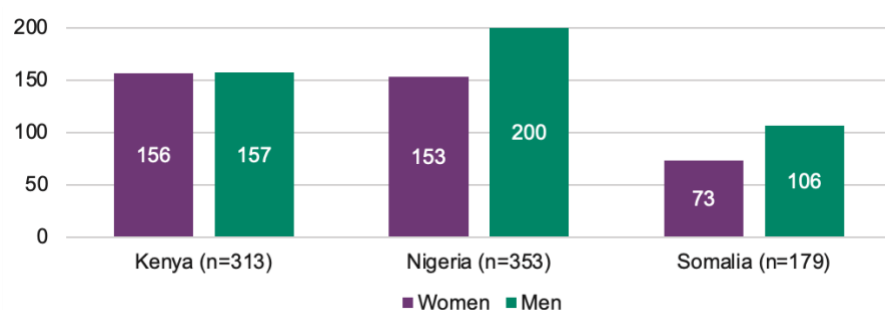
⁹ Young leaders from Nigeria represented the following states (with geopolitical zones stated in parentheses): Bauchi, Borno, Yobe (North-East), Kano, Kaduna, Kebbi and Sokoto (North-West), Plateau, Nasarawa and Abuja (North-Central), Enugu (South-East), Oyo and Ondo (South-West) and Akwa-Ibom (South-South).

¹⁰ Young leaders from Kenya represented the following counties: Baringo, Isiolo, Kiambu, Kilifi, Kisumu, Kwale, Laikipia, Lamu, Machakos, Mandera, Marsabit, Mombasa, Nakuru, Nairobi, Nyeri, Siaya, Vihiga

Peers

The project reached an additional 845 young people (382 women, 463 men), through the peer engagement conducted by the young leaders¹¹ (see Figure 3). The largest number of peers was reached in Nigeria (n=353) with a ratio of 16 peers per young leader, followed by Kenya (n=313) with a ratio of 14 peers per young leader, and Somalia (n=179) with a ratio of 11 peers per young leader. The smaller ratio in Somalia can be attributed to an instruction from the project team, to the Somali young leaders, to limit the peer engagement to five to 10 peers, and to focus primarily on engagement with people they already knew. This instruction was introduced as a safeguarding measure for the Somali young leaders given the particularly sensitive nature of PCVE in the Somali context. By comparison, the young leaders in Kenya and Nigeria were instructed to engage between five to 20 peers, and to engage people they had and hadn't met before.

Figure 3 – Project reach: peers



Base: N=60

Source: Project activity reach data

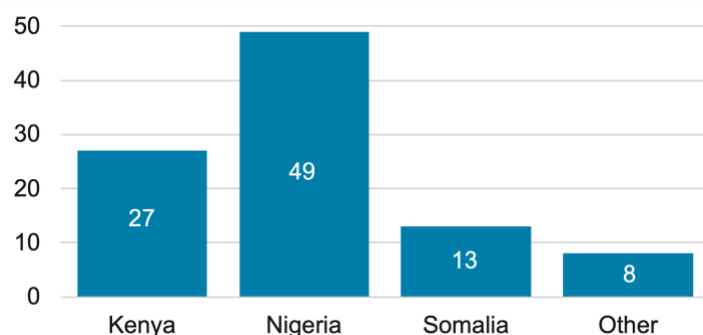
Key decision makers

Through its policy dialogues, the project reached 97 key decision makers in PCVE. The implementation country with the most key decision makers engaged was Nigeria (n=49), followed by Kenya (n=27) and Somalia (n=13) (see Figure 4). In Nigeria, the Office of the National Security Advisor (ONSA) showed strong interest in the project and requested a large number of its staff attend the national policy dialogue. In an effort to achieve the desired results of the project, the project team accommodated this request to the extent possible within the project budget. Due to challenges with the deteriorating security situation in Somalia, the in-person activities for the Somali cohort were conducted in Nairobi, Kenya. This resulted in unforeseen travel costs, necessitating engagement with a smaller number of Somali key decision makers. The project team noted that, in August 2024, approximately two weeks before the planned policy dialogue for Somalia, there was a terrorist attack in Mogadishu¹², Somalia, confirming the need to relocate the policy dialogue to a safer location.

¹¹ As outlined in Section 1, young leaders were supported to conduct engagement activities with other young people on the topic of violent extremism, to gather their perspectives on challenges and opportunities in their local context

¹² UN News, *UN condemns deadly suicide attack on Somalia beach*, 3 August 2024, accessed at: <https://news.un.org/en/story/2024/08/1152806>

Figure 4 – Project reach: key decision makers, overall

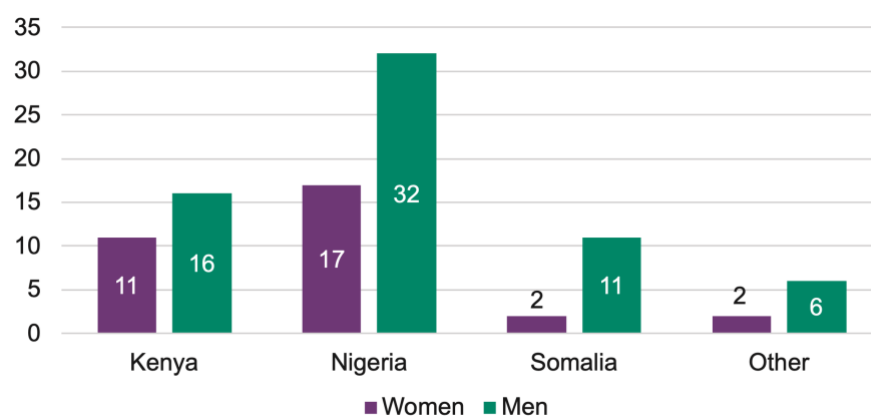


Base: N=97

Source: Project activity reach data

By gender, the project reached twice as many men key decision makers as women (65 men, 32 women). The gender balance was lowest in Somalia (see Figure 5). The project adopted a whole-of-society approach, intentionally inviting both government and CSO representatives to the policy dialogues. While the project reached more government (n=50) than CSO representatives (n=34) overall, this result was skewed by the strong reach to government in Nigeria (see Figure 6). In Kenya, the project actually reached more CSOs than government representatives. As noted previously, the in-person activities for the Somali cohort were conducted in Nairobi, Kenya, necessitating engagement with a smaller number of stakeholders. As priority was given to covering the travel costs of government representatives, only a small number of CSO representatives from Somalia were able to self-fund to attend.

Figure 5 – Project reach: key decision makers, by gender

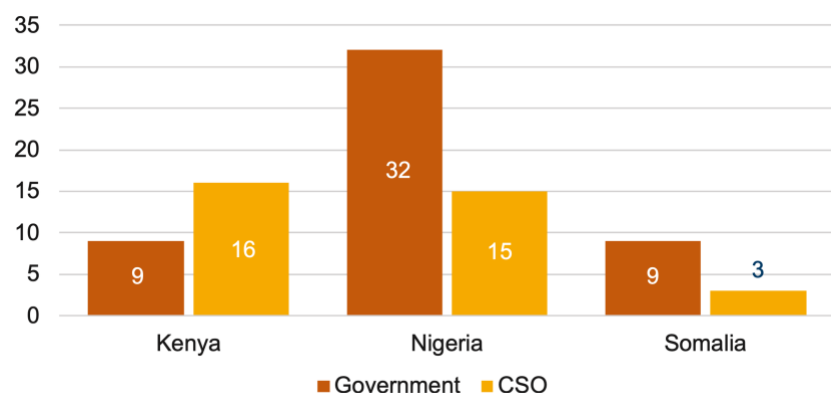


Base: N=97

Note: Figure excludes “other” stakeholders such as representatives of UN agencies, permanent missions and regional organisations

Source: Project activity reach data

Figure 6 – Project reach: key decision makers, by organisation type



Base: n=84

Note: Figure excludes “other” stakeholders such as representatives of UN agencies, permanent missions and regional organisations

Source: Project activity reach data

In summary, the project reached 905 young people (60 young leaders and 845 of their peers), and 97 key decision makers in PCVE. The project met its original reach target for young leaders in Kenya and Nigeria, but not for Somalia due to 10 young leaders dropping out. English language limitations appear to have played a key role in the lower engagement among the Somali cohort. The gender balance among young leaders was close to even (32 women, 28 men); however, among peers (306 women, 341 men) and key decision makers (32 women, 65 men) more men were engaged in the project. By organisation type, the project reached an appropriate mix of government (50) and CSO representatives (34) in line with its whole-of-society approach.

4.2 Effectiveness: Project results

Key evaluation question: To what extent did the project achieve its intended results? To what extent have results been sustained?

The project’s goal was to empower and enable young people to contribute to PCVE efforts and policies, thereby facilitating the development and implementation of effective PCVE initiatives in the three implementation countries. The project had four intended long-term outcomes:

- Young leaders feel more confident discussing PCVE.
- Young leaders feel empowered to contribute to PCVE efforts within their region, nation or community.
- Engagement between young leaders and key decision makers has increased.
- Young leaders continue to engage with each other.

The project also had a series of learning outcomes which can be grouped into three key categories:

- Young leaders have enhanced understanding of violent extremism and PCVE.
- Young leaders have enhanced knowledge and skills in engagement.
- Young leaders have enhanced knowledge and skills in policymaking and policy advocacy.

This section examines the extent to which these outcomes have been achieved, based on surveys and interviews with young leaders, peers and key decision makers, and the focus group with the project team.

Finding 2: Young leaders have influenced PCVE policies and programmes in Kenya, Nigeria and Somalia

The project has enabled young leaders to influence PCVE initiatives in all three implementation countries in different ways, demonstrating its impact and sustainability.

Kenya

In Kenya, the young leaders were invited by the Kenyan NCTC to attend a workshop to provide feedback on the new National Strategy for PCVE, which, at the time of writing, is still being finalised. This workshop has reportedly led to the inclusion of youth as a key focus within the National Strategy, although, as the document has not yet been published, this could not be verified. From the project team's perspective, the project highlighted the importance of young people as a key stakeholder group in the development of the new National Strategy. Following the workshop with young leaders, the Kenyan NCTC proceeded to consult a larger number of young people (beyond the project) on the National Strategy. It is possible that, in the absence of the project, the National Strategy may not have benefited from comprehensive inputs from young people. In addition, following the policy dialogue, the NCTC leveraged its networks to connect the young leaders with its County Engagement Forums (CEFs) – whole-of-society communities of practice that meet regularly to discuss PCVE programming in each of Kenya's 47 counties – and facilitated internship placements for almost all the young leaders within Kenyan CSOs focusing on PCVE. These initiatives will likely support young leaders to continue their influence in the PCVE field in future.

I think it was a good idea to have NCTC on board from the beginning...when [the project] was coming...we were also redoing the Kenyan [National Strategy on PCVE] and so [the young leaders] were also able to contribute...so their inputs were captured in the Strategy. (Key decision maker from Kenya)

Nigeria

In Nigeria, following the national policy dialogue, there has been ongoing and in-depth engagement between the Nigerian NCTC/ONSA and the young leaders, who, as explored further below, have formed a YEEP Nigeria Alumni group. This has included discussions on aligning the work plan of the NCTC with the work plan of the YEEP Nigeria Alumni. As a key outcome of the work plan alignment, given both work plans incorporated PCVE strategic communications, the NCTC has partnered with the young leaders to co-launch a social media campaign called “Youth Voices for Peace” encouraging young people to “promote peace and advocate for the prevention of violent extremism” using their social media platforms. The Nigerian NCTC/ONSA has reportedly provided some funding to the young leaders to support their involvement in this initiative, although the amount was not disclosed during the interviews. It was also reported that the project has generated momentum with regards to the finalisation of the Nigerian NCTC/ONSA's new Strategic Communication Plan for PCVE, to which the NCTC has sought input from the young leaders.

More broadly, the Nigerian NCTC/ONSA has reportedly been inviting young leaders located in each state of Nigeria to attend PCVE-focused meetings between the NCTC and state government representatives, providing young leaders with a platform to influence PCVE at a sub-national level. Finally, the NCTC will reportedly be offering training to the young leaders on PCVE advocacy, in April 2025, in collaboration with the Partnership Against Violent Extremism (PAVE) Network, a network of CSOs working on PCVE. Overall, it can be said that the young leaders from Nigeria have become an informal youth advisory board for the Nigerian NCTC/ONSA.

We [have] adopted the [YEEP] alumni into...I could say a partner, an arm in our workforce...we also helped them to leverage on our structures and so now they have access to the PAVE network for example. (Key decision maker from Nigeria)

Somalia

In Somalia, the young leaders were invited to provide feedback on the National Strategy for PCVE 2024-2027. This was achieved through meetings, facilitated by the project team, with the consultant responsible for drafting the new National Strategy, who was also, by coincidence, hired as a local facilitator to support project implementation for Somalia. In addition, meetings were held between the young leaders and key representatives from the Somali NCTC (officially named the TUBSAN National Center for PCVE, or TUBSAN for short). The National Strategy for PCVE 2024-2027 was adopted in August 2024; however, as it has not yet been published, it was not possible to verify the extent to which it incorporates youth perspectives.

Further, in Somalia, the government has reportedly implemented a number of recommendations made by the young leaders at the national policy dialogue. The young leaders recommended the establishment of a youth advisory council to help protect marginalised young people from recruitment into Al-Shabaab, a non-state armed group presenting a major risk in Somalia. According to stakeholders interviewed, the Minister for Youth and the Office of the Prime Minister are now in the process of establishing the said council. The young leaders recommended the formal involvement of young people in reintegration programmes in communities affected by Al-Shabaab, an initiative which is reportedly being established.

We are now working on the programme...on youth participation on peace maintenance in liberated areas, so the areas...liberated from Al-Shabaab we are trying to engage with young people living there...to do reintegration...and to prevent...conflict between the clans...[and] it was really [the young leaders'] suggestion. (Key decision maker from Somalia)

All three implementation countries

In September 2024, in support of International Day of Peace, young leaders from across the three implementation countries organised 'Youth4HarmonyHack', a hackathon-style initiative calling on young people from across Kenya, Nigeria and Somalia to develop engaging and creative content for social media. The content had to align with the theme of "Cultivating the Culture of Peace", and there were prizes awarded for the top performing registered content. The initiative received 416 registrations, 95 active participants and over 1 million views of the registered content across four social media platforms (Instagram, Facebook, TikTok, X). The registered content was reviewed by a panel of the project's alumni and three entrants were selected to win prizes. The prizes were funded by UNESCO, who had been engaged by the project team as part of the context analysis process (UNESCO is the co-chair of the Youth Working Group under the Resident Coordinator's Office in Somalia). After attending the regional policy dialogue, where the idea for the 'Youth4HarmonyHack' came to light, UNESCO expressed interest in providing funding to support the initiative.

Finding 3: Young leaders feel more confident discussing PCVE as a result of the project

The project has clearly led to an increase in young leaders' confidence discussing PCVE. Young leaders were asked to rate their level of confidence discussing PCVE with a range of stakeholders on a scale of zero to 10 before the training, at the completion of the national policy dialogues, and three months following the regional policy dialogue. Among young leaders whose survey responses could be matched (n=21) there was an average increase from 6.3 to 8.4 out of 10 in confidence levels, representing a 32% increase (see 7).¹³ This result was validated through the interviews with

¹³ A minimal decrease was seen in the average score between the immediate post-survey and the follow-up post-survey. The immediate post-survey was implemented at the completion of the national policy dialogues when young leaders had just successfully implemented discussions on PCVE with key decision makers, in a controlled environment. The follow-up post-survey was implemented once the young leaders had completed the project and had potentially been discussing PCVE within a 'real-life' context without the support of UNOCT. This may explain why scores decreased slightly between the immediate post-survey and the follow-up post-survey.

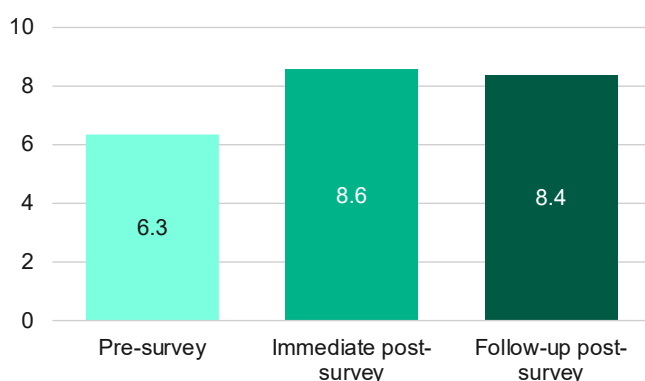
young leaders, many of whom reflected on their increased comfort presenting in front of high-level stakeholders, as well as an uplift in their sense of self-worth with regards to their role in PCVE.

It built my confidence...it wasn't easy for me to stand in front of people and...present something, and then when I went to Nairobi [for the regional policy dialogue], it helped me to stand in front of different people that hold different positions. That was a big thing. It was a dream come true.
(Young leader from Somalia)

One thing that I can say [I gained]...is building confidence and courage...because before I never thought I had anything to offer...anything to say, especially on the issue of policy. But as a result of the [project] I now realize that I have a lot to offer and I have skills to even contribute towards policy change in the country. (Young leader from Nigeria)

By gender, women rated their confidence levels slightly lower than men across all three surveys, with the average confidence score in the follow-up post-survey being 8.0 for women and 8.8 for men. However, a slightly greater level of *change* in confidence was recorded for women (33%) compared to men (31%). By implementation country, the greatest change in confidence was recorded in Nigeria (42%), followed by Somalia (33%) and Kenya (22%). The project team reported that the implementation modality in Nigeria, where extended in-person training was delivered, may have supported the stronger result in Nigeria. On the other hand, the training duration was more compressed in Kenya, and conducted primarily online in Somalia (due to operational and security concerns), potentially contributing to the relatively weaker results in Kenya and Somalia.¹⁴

Figure 7 – Young leaders’ level of confidence discussing PCVE with a range of stakeholders



Base: n=21

Source: Pre-survey of young leaders, immediate post-survey of young leaders and follow-up post survey of young leaders

Question: Below we have listed a series of actions that young leaders in PCVE might take. For each item, please indicate your CURRENT level of confidence in completing that action. 0 = Not at all confident and 10 = Extremely confident. Please be honest in your answers, there are no right or wrong answers

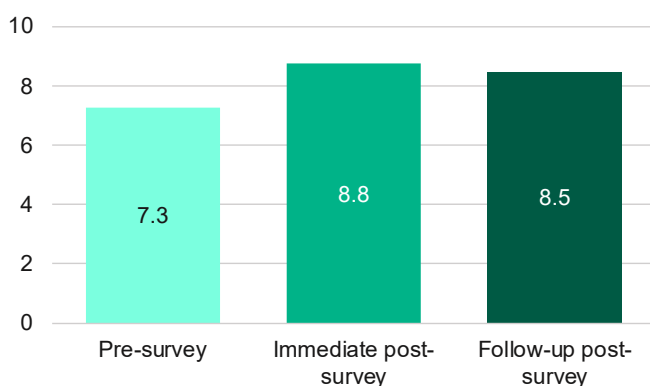
Finding 4: Young leaders feel empowered to contribute to PCVE efforts within their region, nation or community as a result of the project

The project has clearly led to an increase in empowerment among young leaders. Young leaders were asked to rate their level of confidence contributing to PCVE efforts within their region, nation or community on a scale of zero to 10 before the training, at the completion of the national policy dialogues, and three months following the regional policy dialogue. On average, young leaders whose survey responses could be matched (n=21) showed an increase

¹⁴ These results should be interpreted with caution as statistical testing on the differences by gender and implementation country were not able to be performed.

from 7.3 to 8.5 in confidence levels (see Figure 8), representing an average 16% increase.¹⁵ The project deliberately selected young leaders who were already engaged, to some extent, in peacebuilding and PCVE, and therefore young leaders were not starting from a very low base of confidence (as seen in the average pre-survey rating of 7.3). Within this context, the 16% increase demonstrate the value of the project in providing additional empowerment. Several examples of empowerment were provided during the interviews, such as pursuing further studies in PCVE, deciding to take on a career in PCVE, and participating in or organising new PCVE initiatives. Impact stories are provided overleaf to illustrate examples of individual empowerment and initiatives. Further information on group initiatives can be found on pages 31-32.

Figure 8 – Young leaders’ level of confidence contributing to PCVE efforts within their region, nation or community



Base: n=21

Source: Pre-survey of young leaders, immediate post-survey of young leaders and follow-up post survey of young leaders

Question: Below we have listed a series of actions that young leaders in PCVE might take. For each item, please indicate your CURRENT level of confidence in completing that action. 0 = Not at all confident and 10 = Extremely confident. Please be honest in your answers, there are no right or wrong answers

By gender, women rated their confidence levels slightly lower than men across all three surveys, with the average confidence score in the follow-up post-survey being 8.1 for women and 8.9 for men. However, a greater level of *change* in confidence was recorded for women (19%) compared to men (14%). By implementation country, the greatest change in confidence was recorded in Somalia (18%), followed by Kenya (16%) and Nigeria (13%).¹⁶ The reason for these differences is unknown.

Impact story: Young man from Kenya

A young man who participated in the project holds the position of Youth Country Liaison at the United States Institute of Peace. As a result of the project, he supported his organisation to incorporate climate change considerations into their PCVE work. In addition, in recognition of his interest in this area, his organisation supported him to participate in a programme run by the Aga Khan Foundation on climate change and human-centered design, enabling him to further deepen his expertise in this area.

As a result of [the project], at my organisation, I tried to incorporate climate change in PCVE, and they sent me into one programme that is held by Aga Khan foundation under Schools2030. There, I was given more knowledge on climate change and [the] human design approach.

¹⁵ A minimal decrease was seen in the average score between the immediate post-survey and the follow-up post-survey. The immediate post-survey was implemented at the completion of the national policy dialogues during which young leaders had participated in discussions on PCVE in a controlled environment. The follow-up post-survey was implemented once the young leaders had completed the project and had potentially been contributing to PCVE efforts within a ‘real-life’ context without the support of the project team. This may explain why scores decreased slightly between the immediate post-survey and the follow-up post-survey.

¹⁶ These results should be interpreted with caution as statistical testing on the differences by gender and implementation country were not able to be performed.

Impact story: Young woman from Nigeria

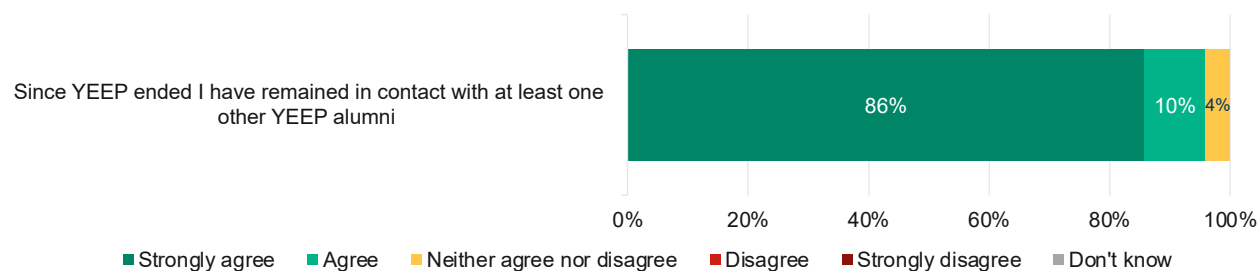
A young woman who participated in the project is a founder of Shapers Network Africa, an organisation working to equip young people with knowledge and skills to overcome education inequality, navigate the modern world and prepare for the future of work. As a result of the project, she was able to build a new mentorship programme for young women and girls on peacebuilding and PCVE.

As someone who's investing in the upbringing of the younger generation through programmes and interventions...I feel equipped with skills and knowledge. [The project] helped me to be able to integrate that knowledge in the curriculums I build, in the projects I design.

Finding 5: Young leaders have continued to engage with each other beyond the project

The project has clearly led to continued engagement among young leaders. Of those who completed the follow-up post-survey (n=48), 96% reported remaining in contact with at least one other member of YEEP alumni (see Figure 9). When asked how many other members of YEEP alumni they had remained in contact with, nine was the average response. The interviews highlighted that, in both Nigeria and Somalia, the cohorts of young leaders established formal YEEP Alumni groups with organisational structures (i.e. chair, vice-chair, secretary) and terms of reference within three months of the completion of the national policy dialogues. In Kenya, the young leaders interviewed reported remaining in contact with each other also, however on a more personal, informal basis, for example, sharing opportunities regarding upcoming PCVE initiatives with one another. However, the project team highlighted that, since the interviews were conducted with the Kenyan young leaders, they have also pursued establishment of a formal YEEP Alumni group.

Figure 9 – Sustained engagement between young leaders



Base: n=48

Source: Follow-up post survey of young leaders

Finding 6: Engagement between young leaders and key decision makers has increased as a result of the project

The project has clearly led to increased engagement between young leaders and key decision makers. Not only were young leaders able to engage with key decision makers during the policy dialogues – which was the first time that most young leaders had had access to high-level stakeholders – their engagement has been sustained following the completion of the project. Of those who completed the follow-up post-survey (n=48) (conducted three months following the regional policy dialogue), 80 per cent of young leaders reported remaining in contact with at least one key decision maker (see Figure 10). By gender, a higher proportion of women young leaders (88%) reported remaining in contact with at least one key decision maker compared to men young leaders (68%) and the reason for this difference is unknown.

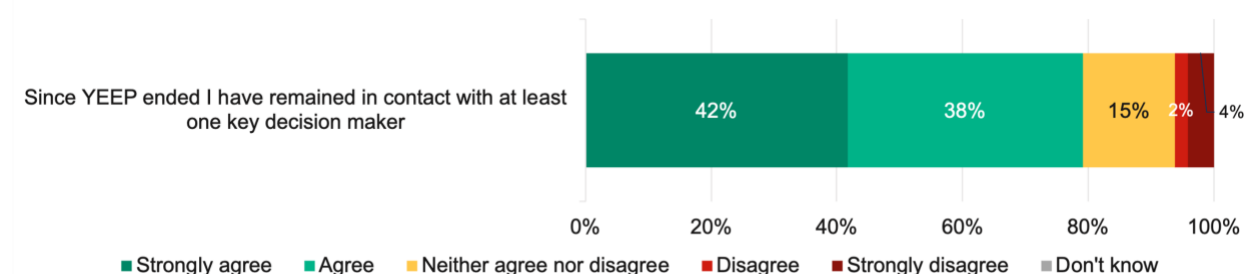
The interviews highlighted that, in Somalia, the YEEP Alumni group has met with key decision makers to discuss collaboration, and co-delivered an event with government and CSO partners for International Day of Peace in

September 2024. In Nigeria, the YEEP Alumni group has had ongoing engagement with key decision makers and, at the time of writing, there are concrete plans for future collaboration. In Kenya, while the NCTC organised a session to gain feedback from the young leaders on the new National Strategy for PCVE, and obtained internships for the young leaders in PCVE-focused CSOs (as outlined on page 27), it is unclear whether there are plans for ongoing engagement between the young leaders and the NCTC directly. This was reflected in the survey results, in which a higher proportion of Somali young leaders reported remaining in contact with key decision makers (91%), followed by Nigerian young leaders (79%) and Kenyan young leaders (77%).¹⁷

We've kept in touch with the Ministry of Youth [and Sports] and also...[the NCTC]...on International Peace Day we held an event...about the role of youth in peacebuilding....and the guest speakers were the Minister of Youth and Sports and also the General Director of TUBSAN...there were also civil society positions...and government officers in that panel. (Young leader from Somalia)

We've submitted the YEEP Alumni Nigeria Work Plan to [the NCTC]. They've received it, we had a meeting with them, we discussed the work plan and...they've assured us that they're going to merge their own work plan with ours so that our engagement is going to be continuous. (Young leader from Nigeria)

Figure 10 – Sustained engagement between young leaders and key decision makers



Base: n=48

Source: Follow-up post survey of young leaders

Finding 7: The achievement of the project's long-term outcomes was supported by its strong learning outcomes

The achievement of the project's long-term outcomes was supported by the strong learning outcomes associated with the project's training and coaching of young leaders. The learning outcomes can be grouped into three key themes: (1) Understanding of violent extremism and PCVE; (2) Knowledge and skills in engagement; and (3) Knowledge and skills in policymaking and policy advocacy, as explored below.

Understanding of violent extremism and PCVE

The training and coaching led to enhanced understanding, among young leaders, of violent extremism and PCVE. Young leaders were asked to rate their knowledge and experience on the topics to be covered in the training on a scale of zero to 10 before the training commenced¹⁸ and at the completion of the national policy dialogues¹⁹. On average, young leaders' scores increased across all relevant topics (see Figure 11). The project deliberately selected young leaders who were already engaged, to some extent, in peacebuilding and PCVE, and therefore young leaders

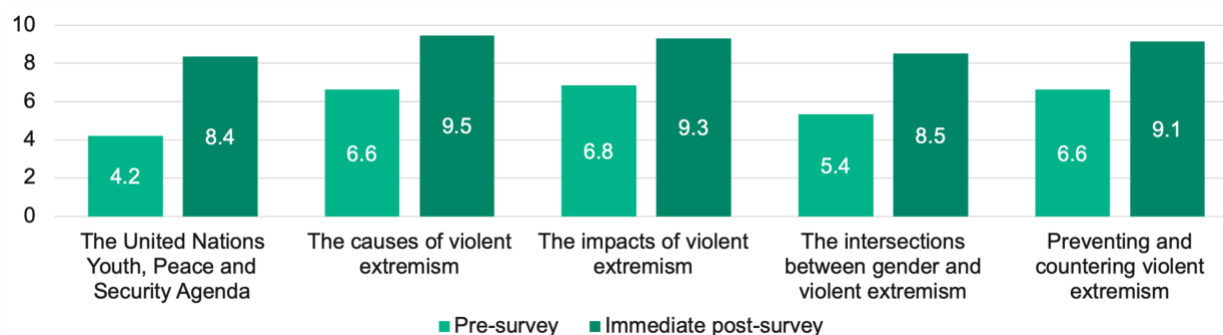
¹⁷ These results should be interpreted with caution, as statistical testing on the differences by gender and implementation country were not able to be performed.

¹⁸ June 2023 in Nigeria, January 2024 in Somalia, May 2024 in Kenya

¹⁹ January 2024 in Nigeria, August 2024 in Somalia and Kenya

were not starting from a very low base of knowledge (as seen in the pre-survey ratings). Within this context, the observed increases demonstrate the value of the project in fostering a more in-depth understanding of violent extremism and PCVE, even for an audience with some existing knowledge. Further, during the interviews, several young leaders shared that, despite their background knowledge, the modules on violent extremism and PCVE were critical in terms of setting the scene for the rest of the project, and ensuring that all young leaders had a comprehensive, nuanced and aligned understanding of key concepts, in line with UN policies and definitions. The curriculum could be further strengthened through including a dedicated module on human rights and PCVE.

Figure 11 – Understanding of violent extremism and PCVE



Base: n=57

Source: Pre-survey of young leaders and immediate post-survey of young leaders

Question: Below you will find a list of training topics included in YEEP. For each topic, please indicate your level of prior knowledge and experience. 0 = No knowledge and experience and 10 = Advanced knowledge and significant experience.

The introduction to violent extremism...was really crucial because it set the tone for learning. We knew that there was something called violence, there was something called extremism, but [the project team] really shed more light on the various contexts of violent extremism...the various underlying factors...we came to see that violent extremism is not just a standoff problem on its own. (Young leader from Nigeria)

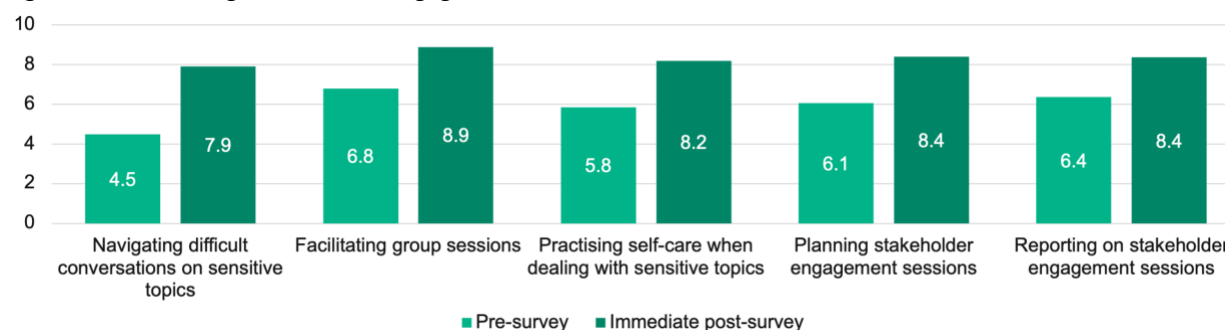
Knowledge and skills in engagement

The training and coaching led to an enhanced knowledge and skills, among young leaders, in engagement. Young leaders were asked to rate their knowledge and experience on the topics to be covered in the training on a scale of zero to 10 before the training commenced²⁰ and at the completion of the national policy dialogues²¹. On average, young leaders' scores increased across all relevant topics (see Figure 12). During the interviews, young leaders shared that getting to apply their learnings to their peer engagement sessions facilitated their skill development. They also shared examples of how they had since transferred their engagement skills into their everyday lives.

²⁰ June 2023 in Nigeria, January 2024 in Somalia, May 2024 in Kenya

²¹ January 2024 in Nigeria, August 2024 in Somalia and Kenya

Figure 12 – Knowledge and skills in engagement



Base: n=57

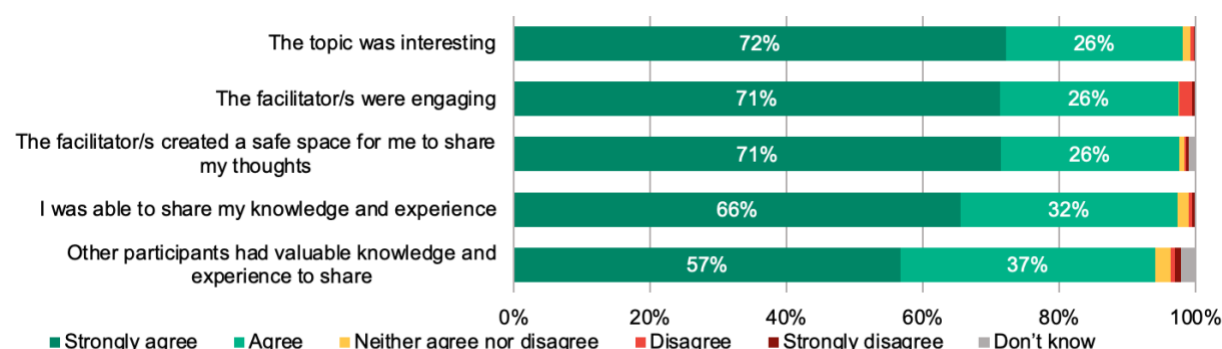
Source: Pre-survey of young leaders and immediate post-survey of young leaders

Question: Below you will find a list of training topics included in YEEP. For each topic, please indicate your level of knowledge and experience. 0 = No knowledge and experience and 10 = Advanced knowledge and significant experience.

[The training on facilitation skills] was really good because even beyond [the project], those facilitation skills have really helped me even in my conversations with people. I've learnt how to ask questions in such a way that they are encouraged to share their thoughts. I'm not like pre-empting them. I'm not asking closed questions that they are just forced to pick one of the options I present. That way, you don't get to the root of the matter....I've learnt how to dig deeper. (Young leader from Nigeria)

Further validation of the young leaders' uplift in knowledge and skills was seen in the feedback provided by the peers on the peer engagement sessions. Almost all peers (97%) reported that the young leaders were engaging, and that the young leaders created a safe space for them to share their thoughts (see Figure 13). In addition, the peer engagement sessions achieved outcomes in their own right, with almost all peers (95%) reporting they learned something new about PCVE, and the majority (80%) reporting that their perspective changed as a result of their participation (see Figure 14). These results demonstrate that the peer engagement element of the project serves as a way for young leaders to practice their engagement skills and collect evidence to inform the policy dialogues, while also creating a multiplier effect in terms of engaging and educating additional young people in PCVE.

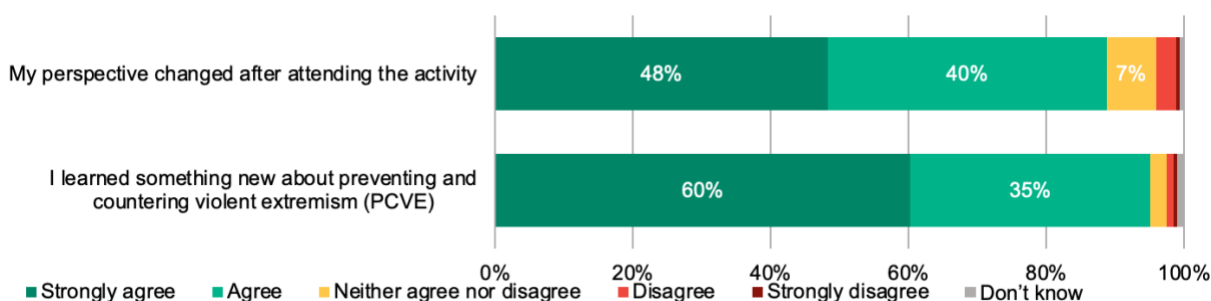
Figure 13 – Feedback from peers on the peer engagement sessions



Base n=737

Source: Peer engagement survey

Figure 14 – Peer engagement outcomes



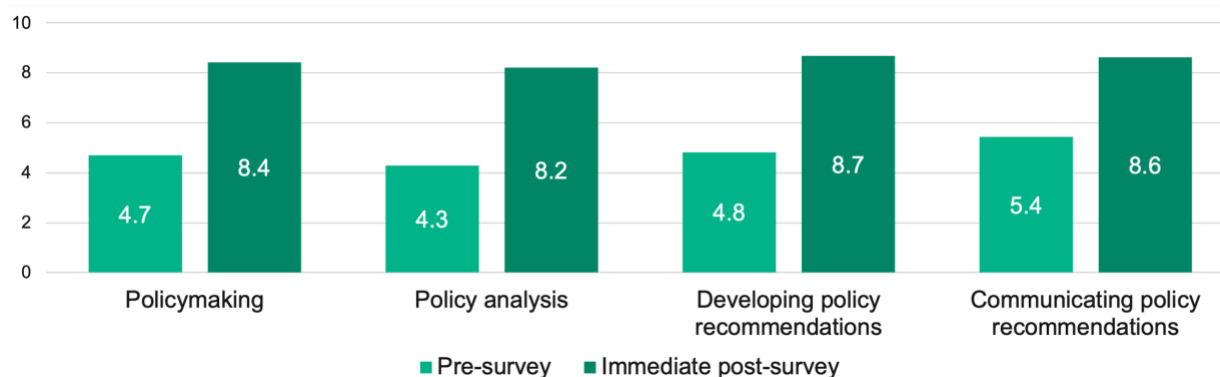
Base n=737

Source: Peer engagement survey

Knowledge and skills in policymaking and policy advocacy

The training and coaching led to enhanced knowledge and skills, among young leaders, in policymaking and policy advocacy. Young leaders were asked to rate their knowledge and experience on the topics to be covered in the training on a scale of zero to 10 before the training commenced²² and at the completion of the national policy dialogues²³. On average, young leaders scores increased across all relevant topics (see Figure 15). These modules were crucial in preparing the young leaders for the policy dialogues.

Figure 15 – Knowledge and skills in policymaking and policy advocacy



Base: n=57

Source: Pre-survey of young leaders and immediate post-survey of young leaders

Question: Below you will find a list of training topics included in YEEP. For each topic, please indicate your level of knowledge and experience. 0 = No knowledge and experience and 10 = Advanced knowledge and significant experience.

In summary, the project has achieved all its intended results, including its learning outcomes and long-term outcomes. Most notably, there is evidence of impact and sustainability in all three implementation countries. In Kenya the young leaders have informed Kenya's new National Strategy on PCVE. In Nigeria, the young leaders have become an informal youth advisory board for the Nigerian NCTC/ONSA and have co-implemented initiatives. In Somalia, the government has reportedly taken on board several of the young leaders' policy recommendations, including establishing a youth advisory council to help protect marginalised people from recruitment into non-state armed groups. Young leaders from all three implementation countries also collaborated to deliver 'Youth4HarmonyHack', a hackathon-style initiative calling on young people to develop engaging and creative social cohesion content for social media, which achieved over 1 million views. The project also achieved a multiplier effect through the peer engagement sessions, with most peers reporting they had learned something new about PCVE.

²² June 2023 in Nigeria, January 2024 in Somalia, May 2024 in Kenya

²³ January 2024 in Nigeria, August 2024 in Somalia and Kenya

4.3 Effectiveness: Project design and implementation

Key evaluation question: To what extent has the project design supported the achievement of results?

Key evaluation question: How well has the project been managed and implemented?

Finding 8: The project design is unique and supported strong outcomes, with some opportunities for improvement

Feedback from key decision makers suggests that while each of the implementation countries had existing youth/PCVE initiatives prior to the project, the specific design of this project – incorporating training and coaching, peer engagement, and policy dialogues – was unique. Further, feedback from young leaders and key decision makers demonstrates that each element of the project design played an important role in the achievement of outcomes. None of the stakeholders interviewed suggested major changes to the project design, such as adding or removing an entire element; however, opportunities for improvement within each element were highlighted, as explored below.

Training and coaching

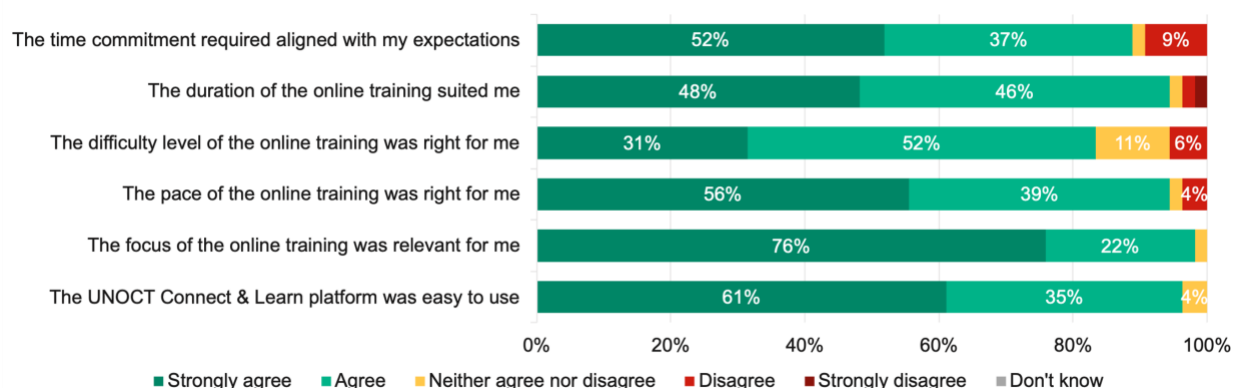
At the outset of the project, young leaders participated in initial training (online) on violent extremism and PCVE, further training and coaching ahead of the peer engagement sessions (in-person training in Nigeria, online training in Kenya and Somalia), and again further training and coaching ahead of the policy dialogues (a mix of online and in-person training in all three implementation countries). Survey results suggest high satisfaction, overall, with the training focus, difficulty, pace, duration, and the online platform used (see Figures 16 and 17). By gender, no major differences were observed. By implementation country, survey results were similar for the in-person training; however, slightly lower levels of satisfaction were observed with regards to the difficulty level of the online training in Somalia. As noted in Section 4.1, this is likely due to lower language accessibility in Somalia, as the training was conducted in English, while English is not the national language of Somalia.

The interviews with young leaders and the focus group with the project team revealed that the primary opportunity for improvement with regards to the training relates to the training modality. The model adopted for Nigeria, which incorporated more in person training, appears to have worked best. It gave the young leaders an opportunity to meet each other early on in the project, facilitating their group work ahead of the policy dialogues. In Kenya, the training duration was compressed, and feedback suggests it was harder for the young leaders to absorb all the content. In Somalia, the training was conducted over a longer duration; however, as noted in Section 4.1, the primarily online modality appears to have compounded the challenges with language accessibility. In future, the project team should adopt the Nigeria model, with extended in-person activities.

[The online and in-person training in a sequence] helped us bond as a team, as a group, because even before we started that physically, we had already spoken many times online. (Beneficiary from Nigeria)

The time frame was small compared to what we are covering, especially during the last few weeks [leading up to the] national policy dialogue. The pressure was too high. (Young leader from Kenya)

Figure 16 – Feedback from young leaders on the online training

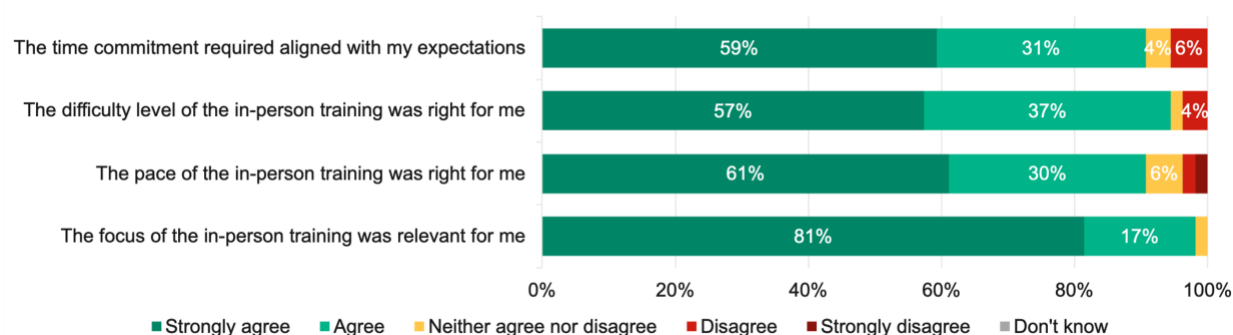


Base: n=54

Note: Reduced base size due to not all respondent answering this question

Source: Immediate post-survey of young leaders

Figure 17 – Feedback from young leaders on the in-person training



Base: n=54

Note: Reduced base size due to not all respondent answering this question

Source: Immediate post-survey of young leaders

Peer engagement

The peer engagement element of the project was integral as it provided young leaders with an evidence base upon which to develop policy recommendations. All respondents to the follow-up feedback survey (100%) reported they learned something new from their peers and that the peer engagement sessions provided them with valuable inputs for the policy dialogues (see Figure 18). Further, the interviews highlighted that, when questioned about the validity of their recommendations during the policy dialogues, young leaders were able to point to their evidence base and thereby defend their recommendations.

[The peer engagement] opened an opportunity for me to speak with other young people...and then I came to understand that they think the way I think...it's just that they were not given the opportunity to speak out...that was a big learning for me. (Young leader from Nigeria)

It was good because we were able to engage with the high-level representatives one on one...them critiquing our presentations and also ourselves defending with the evidence...to defend our recommendations. (Young leader from Kenya)

Almost all young leaders who completed the follow-up feedback survey reported feeling well prepared to conduct their peer engagement sessions (98%) (see Figure 18). The interviews with young leaders highlighted that the practice sessions facilitated by the project team supported their preparation. Nevertheless, some young leaders experienced

challenges when implementing their peer engagement sessions, including managing perceptions among peers that they were conducting intelligence gathering on behalf of the UN, and/or managing expectations among peers that they would receive some reimbursement for their time and transportation costs.

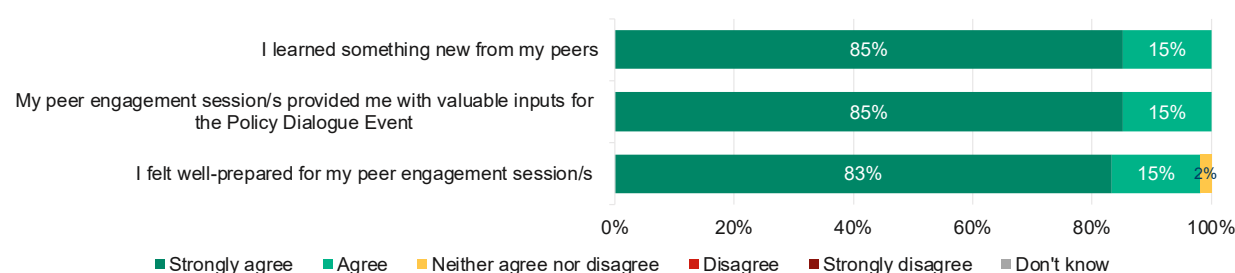
The structure was...excellent...the only part I'd maybe put more emphasis on is...when reaching out to our peers...most people were expecting...to be reimbursed for their time. So that was quite a challenge...sometimes I had to check for something from myself to give them that...because, you know, most of the young people here are unemployed. (Young leader from Kenya)

This suggests young leaders would benefit from some additional support from the project team to implement successful peer engagement sessions that are in line with engagement best practice and do not risk damage to the relationships between young leaders and their peers. For future projects, a number of measures could be adopted, as shown in Table 5 below.

Table 5 – Suggested measures to ensure peer engagement sessions are in line with engagement best practice

Best practice engagement principles	Suggested measures
Participants in engagement activities should have a clear understanding of how their inputs will be used and what benefit they will gain from participating.	<ul style="list-style-type: none"> The project team could develop a briefing note that young leaders can provide to prospective peer engagement participants to explain the context of the project. The project team could also coach the young leaders on how to communicate clearly about the purpose of the peer engagement sessions and manage challenging questions.
Participants in engagement activities should be informed of the outcome of their contributions.	<ul style="list-style-type: none"> The project team could publish a policy brief outlining the recommendations made by the young leaders at the policy dialogue. A copy of this brief could be provided to the peers via the young leaders to 'close the loop'.
Participants should not be subject to any out-of-pocket costs as a result of their participation in engagement activities. In addition, providing refreshments is common practice in engagement as it can create a more relaxed and comfortable environment, potentially leading to more open and engaging discussions.	<ul style="list-style-type: none"> The project team could provide young leaders with a small amount of funding to cover the logistical costs of conducting peer engagement, such as providing refreshments, reimbursing participants for their time and covering their transport costs.

Figure 18 – Feedback from young leaders on the peer engagement element of the project



Base: n=54

Note: Reduced base size due to not all respondent answering this question

Source: Immediate post-survey of young leaders

Policy dialogues

The project culminated in the policy dialogues, during which young leaders presented policy recommendations to key decision makers in PCVE. No suggestions for improvement were made with regards to the national policy dialogues, which were reportedly well-structured and ran smoothly in each implementation country. Young leaders and key decision makers interviewed appreciated the breakout sessions, allowing specific themes to be explored in more depth.

In the follow-up post survey, almost all young leaders reported they were able to share their policy recommendations (91%) and that they felt listened to by the key decision makers (94%) (see Figure 18), results which were also reflected in the interviews with young leaders. One of the problems this project was aiming to address is that young people often feel undervalued by older people in positions of power. This can be a difficult dynamic to shift, and an inherent risk in the project design is that the policy dialogues could have backfired and these dynamics could have been reinforced, particularly if the two stakeholder groups did not engage in a constructive manner. Based on learnings associated with the implementation of the YEEP model in south and southeast Asia in 2022, this risk was carefully managed by the project team, through preparing and sensitising both sets of stakeholders ahead of time.

The young leaders were trained, as noted previously, in policymaking and policy advocacy, and given specific coaching on effectively communicating their policy recommendations (new modules were introduced to the YEEP curriculum for this project). The key decision makers were briefed by the project team ahead of the policy dialogues on the project's objectives, and the evidence base that had been collected, and were encouraged to engage in respectful discussions (this had been done in the context of previous projects, but in a more limited way).

Overall, the policy dialogue element of the project clearly capitalises on UNOCT's coordination mandate and draws on UNOCT's reputation and legitimacy with Member States, to elevate and legitimise the voices of young people.

[In my experience] with political leaders, they're really not receptive, and they don't accept any kind of criticism from anyone...I don't know if the people [at the policy dialogue] were receptive because of UNOCT...but it was very different...the questions they were asking...they weren't...to punch down, many of them were asking relevant questions...it was a good experience. (Young leader from Kenya)

When you're presenting to somebody that is paying attention to you and the person is interested in what you're talking about, it's quite different to when you're presenting to someone that is not even interested [which is] more discouraging. So the fact that they actually paid attention to us, they came in their numbers...they were eager to hear what we had to say...that made the experience a lot better. (Young leader from Nigeria)

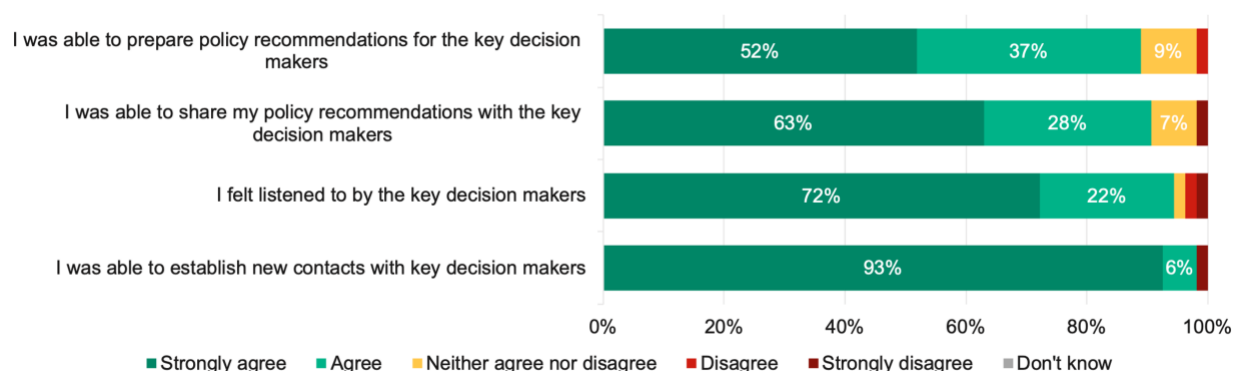
During the national policy dialogue...we had the opportunity to meet with the Minister of Youth, the Director of TUBSAN...I [had] never had the opportunity to meet with a Minister and at the same time to suggest to establish a Somali National Youth Committee...and now the Somali Government started working on [that]...being accepted by what you recommend is a kind of a big deal to us. (Young leader from Somalia)

One area for improvement with regards to the national policy dialogues relates to timing. The interviews with young leaders, and the focus group with the project team, highlighted that the policy recommendation formulation was completed very close to the policy dialogues themselves (in the one to two days prior). This reportedly created a lot of pressure for the young leaders, and stakeholders suggested that providing an additional day for this aspect may have helped the young leaders to feel more prepared. This was also reflected in the survey results where, although the majority of respondents agreed that they were able to prepare policy recommendations, there was a lower proportion of 'strongly agree' responses compared to other items in the survey (see Figure 19).

The effect of this limited time was compounded by other factors. In Kenya and Somalia, the training was more compressed, meaning the young leaders also had less time to analyse the suggestions made by their peers (the step prior to policy recommendation formulation). In addition, the training was conducted primarily online in Kenya and

Somalia, meaning that upon meeting for the first time in person two days before the national policy dialogues in these countries, the young leaders took more time to get to know their group members on a personal level than in Nigeria, where young leaders benefitted from prior in-person training. However, it is also worth noting that, in Nigeria, when the young leaders convened to work on policy formulation ahead of the national policy dialogue, they were staying in two different properties owned by the same hotel due to capacity overflow. In some cases, the groups had to finish their work early in order for some of the group members to take their transport back to the second property. In future, the project team should secure a hotel that can accommodate all young leaders on the same site to avoid disruptions to group work.

Figure 19 – Feedback from young leaders on the national policy dialogues



Base: n=54

Note: Reduced base size due to not all respondent answering this question

Source: Immediate post-survey of young leaders

The value proposition for the national policy dialogues was clear in the project design, and there has been a strong return on investment as covered in Section 4.2. The value proposition for the regional policy dialogue, on the other hand, was not as clear in the project design, and this required the project team (who were not involved in the project design) to consider how best to conceptualise the event to reap the most benefits. In the end, the regional policy dialogue served primarily as a knowledge exchange and networking activity, providing participants (both young leaders and key decision makers) with perspectives on the context of violent extremism and PCVE in the other implementation countries, and allowing them to form connections across countries.

This was a key enabler for the 'Youth4HarmonyHack' initiative, which was organised by young leaders from all three implementation countries, as discussed in Section 4.2. In addition, one African Union representative was present at the regional policy dialogue, and there is some evidence that this dialogue enabled connections between the young leaders and the African Union. The African Union has a cohort of African Union Youth Ambassadors (AYAPs) as part of its Peace and Security Council. As a follow up to one of the recommendations made during the regional policy dialogue (i.e. to engage with more regional stakeholders), the project team, in partnership with the African Union, organised a dialogue between the AYAPs and the project's young leaders, so that the AYAPs could hear more about the recommendations discussed during the project's policy dialogues. The intention was for the AYAPs to in turn present these findings to the African Union Peace and Security Council, however, at the time of writing it is unclear whether this has occurred.

The project team highlighted that it was not possible to advance discussions on regional policymaking and programming at the regional policy dialogue, as the implementation countries only represented a small number of the total Member States of the African Union. Since one of UNOCT's objectives is to contribute to regional coordination on CT/PCVE, it is suggested to retain the regional policy dialogue, but consider alternatives for its design in order to maximise its value. There are three options that could be considered for future projects depending on the available budget:

1. Future projects could involve a larger number of Member States of the African Union, thereby enabling a partnership with the African Union to deliver the regional policy dialogue, and a focus on influencing regional policymaking and programming. This would work best for projects with a budget to accommodate a large number of Member States of the African Union (20 or more).
2. Future projects could adopt a sub-regional focus, involving countries in closer geographical proximity, which would allow the regional policy dialogue/s to be delivered in partnership with regional organisations such as the Intergovernmental Authority on Development (IGAD) for East Africa, the Economic Community of West African States (ECOWAS) or the Southern African Development Community (SADC). This would work best for projects with a budget to accommodate a medium number of implementation countries (5-20).
3. For projects involving a smaller number of Member States, or Member States not in close geographic proximity (such as the current project) multilateral knowledge exchange could be achieved through more efficient means, such as through online dialogues. This would work best for projects with a budget to accommodate a small number of Member States (less than five).

With regards to implementation, while the intention was to involve all young leaders in the regional policy dialogue, the project budget did not allow for this. In the end, 27 young leaders attended the regional policy dialogue (11 from Kenya, eight from Nigeria, eight from Somalia), representing 45 per cent of the total number of young leaders engaged in the project (60).²⁴ This created perceived equity issues among the young leaders regarding access to additional networking opportunities with the key decision makers. In future, budgets should be reviewed closely at project design stage, and throughout implementation, to ensure all activities can be implemented as planned.

UNOCT's YEEP Alumni Network

Following the policy dialogues, the project team has continued to engage with the young leaders, who are now considered to form part of UNOCT's YEEP Alumni Network. The project team has provided young leaders with 25 opportunities to engage with UNOCT and its partners, including participation in dialogues and speaking engagements on PCVE. For example, in September 2024, the project team successfully advocated for a small number of the young leaders to present during the Summit of the Future Action Days, specifically within Session 3: A Call to Action for a Future Without Terrorism. The project team also invited a small number of young leaders to brief the Global Counter-Terrorism Coordination Compact Working Group on PCVE.

The project team has also connected young leaders with an additional 25 external opportunities such as relevant training, fellowships and conferences on PCVE being organised by other entities. For example, the UN Economic and Social Council (ECOSOC) Youth Forum, the African Union Centre for the Education of Girls and Women in Africa (CIEFFA) 6th Youth Capacity Building Program, and the United Nations Office for Disarmament Affairs (UNODA) Sci-Fi Futures Youth Challenge.

During the interviews, young leaders reflected positively on the ongoing engagement with the project team, highlighting that this was not common with other projects they had been involved in. During the focus group with the project team, it was noted that the ongoing engagement also benefits UNOCT and its partners in PCVE, who can continue to draw on insights from the young leaders to ensure youth perspectives are incorporated into discussions on CT/PCVE.

Most...organisations when they establish a network after the end of the lifecycle of a programme it's "over to you" and there are no opportunities for the youth alumni...[but UNOCT] really keep sharing...opportunities with us...and anytime we're doing something when we ask for support they also support us. It means that we've

²⁴ The eight young leaders for Nigeria were selected by the project team. For Kenya and Somalia the young leaders were asked to nominate representatives to attend the regional policy dialogue

already finished the [project] for six months but we keep receiving support from UNOCT. (Young leader from Nigeria)

With regards to implementation, the ongoing engagement between the project team and the young leaders has primarily taken place via WhatsApp groups; however, the project team has recently established a site for the YEEP Alumni Network on UNOCT's Connect and Learn platform where it is hoped that engagement will continue. At the time of writing, 57 of the 60 young leaders have joined the platform. Moving forward, the Global Programme on PCVE should consider how best to maintain the relationships it has established with the young leaders, including via the Connect and Learn platform. Communities of practice require nourishment, and there is currently no funding to enable this. The Global Programme on PCVE should develop a structured engagement plan and conduct fundraising activities to enable ongoing engagement.

Finding 9: The project team's youth-sensitive and highly engaging facilitation approach supported learning outcomes

The facilitation style adopted by the project team was highly engaging and created a safe space for learning. Of those who completed the immediate post-survey (n=54), all young leaders (100%) agreed that both the online and in person training were engaging and that they were able to participate in discussions (see Figures 20 and 21). The interviews with young leaders further validated these results, with young leaders often commenting on the facilitator's efforts to provide one-on-one support, where needed, to ensure no one was falling behind.

[The project team] are excellent...amazing...[they had] a very effective facilitator...he noticed that people were worlds apart in terms of expertise, in terms of...getting into these conversations, and he kind of managed to bring us together and move at an almost similar pace...his sessions were really interesting, and personally, I would look forward to his sessions. (Young leader from Kenya)

In addition, young leaders highlighted that the facilitator created an environment conducive to free expression of ideas, and incorporated a peer-to-peer learning approach, by using small group activities to encourage the young leaders to listen to, and learn from, each other's perspectives and experiences. All respondents to the immediate post-survey (100%) reported they learned something new from other young leaders (see Figure 22).

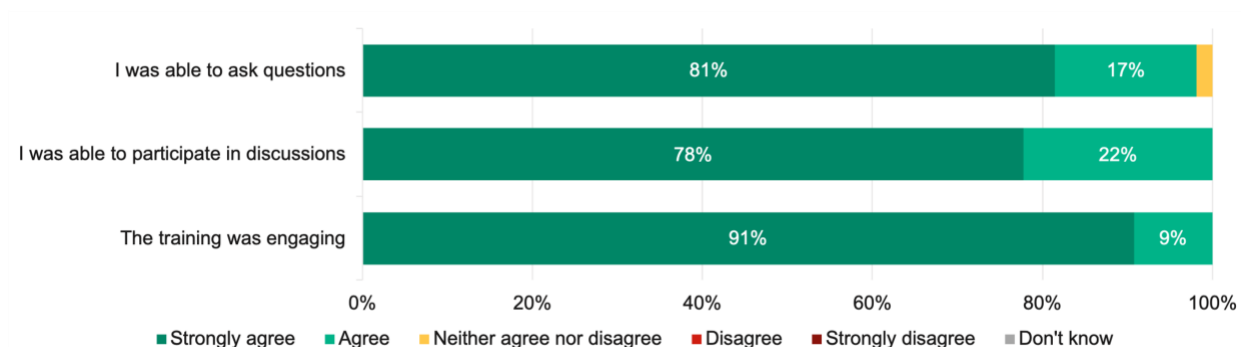
[Before the project] I never had...a discussion and space where you can express your ideas...and no one will judge you...and even I remember, because we had, you know, a language barrier...but they were saying we are not English teachers, so just express your idea. Do not, you know, think about grammatical errors...we understand what you're talking about. (Young leader from Somalia)

Finally, the facilitator intentionally employed specific didactic techniques, such as mock practice sessions, to reinforce skill development in the lead up to the peer engagement and policy dialogues. These were greatly appreciated by the young leaders, who reported feeling more confident going into these activities as a result.

During the design of the peer engagement we did a roleplay which I will never forget...[engagement] was the topic that I found is most useful...and when we do it in that practical [way]...that made me have more knowledge because I practiced it and then the mistakes I did were corrected. (Young leader from Nigeria)

Given the outcomes of the project hinged on this high-quality facilitation approach, it was risky for the project to only have one facilitator. Future projects should invest in hiring at least two facilitators, and ideally one woman and one man, to further gender equality as well as full, equal and meaningful participation of women.

Figure 20 – Feedback from young leaders on the facilitation approach (online training)

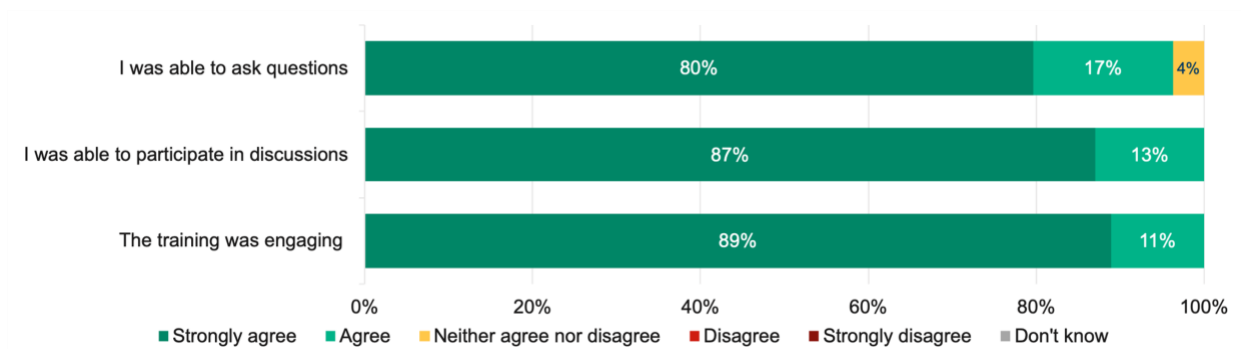


Base: n=54

Note: Reduced base size due to not all respondent answering this question

Source: Immediate post-survey of young leaders

Figure 21 – Feedback from young leaders on the facilitation approach (in-person training)

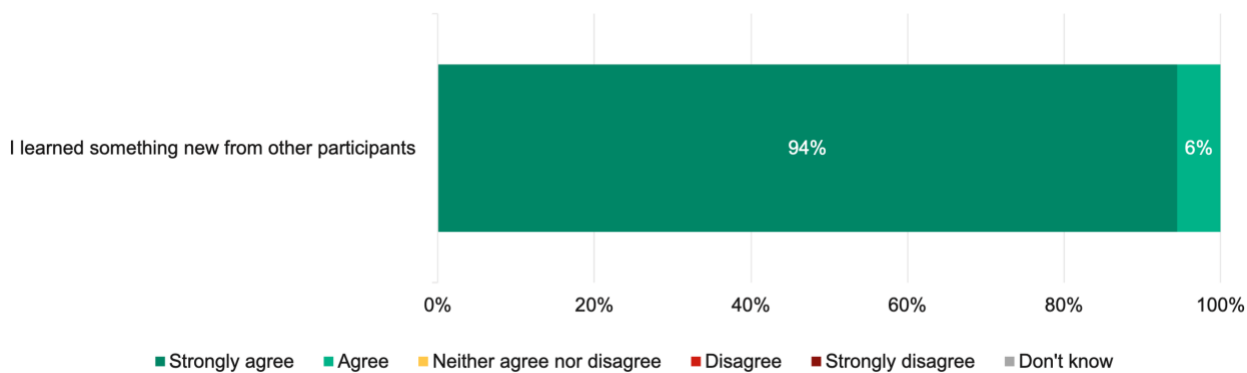


Base: n=54

Note: Reduced base size due to not all respondent answering this question

Source: Immediate post-survey of young leaders

Figure 22 – Feedback from young leaders on the peer-to-peer approach (overall)



Base: n=54

Note: Reduced base size due to not all respondent answering this question

Source: Immediate post-survey of young leaders

Finding 10: Partnerships supported implementation success; and the project team learned that government counterparts should be engaged early in project planning

In each implementation country, the project team formed partnerships with relevant UN entities and CSOs to tailor implementation to the local context and facilitate implementation success. These organisations were not formal implementing partners, as they did not receive funding or deliver project activities; however, they played an important advisory role.

In Nigeria, which was the first country in which the project was implemented, the project team formed a partnership with GCERF. While the partnership also benefited project implementation in Kenya and Somalia, GCERF played a particularly critical role in Nigeria. GCERF connected the project team to relevant government counterparts via the GCERF Country Support Mechanism (an intergovernmental platform focused on CT/PCVE) and supported the recruitment of the right profile of young leaders. Further to the partnership with GCERF, the project team also recruited a local facilitator who co-delivered the training with the project team, enabling tailoring to the local context.

In Somalia, the project team already had connections with the Somali NCTC (TUBSAN) however the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Population Fund (UNFPA), as co-chairs of the Youth Working Group under the UN Resident Coordinator's Office for Somalia, were engaged to provide important contextual considerations for Somalia. Further to the partnership with GCERF, the project team also recruited a local facilitator for Somalia who co-delivered the training with the project team, enabling tailoring to the local context.

In Kenya, the project team partnered with GCERF and the Youth, Arts, Development and Entrepreneurship Network East Africa (YADEN East Africa), who reviewed the applications for young leaders. Representatives from YADEN East Africa were also involved in providing feedback to the young leaders, in the lead up to the national policy dialogue, on their policy recommendations.

While the project team had experience working in Kenya – thanks to UNOCT's Programme Office in Nairobi, and a member of the project team being based in that office – Nigeria and Somalia were newer contexts for the project team and even UNOCT as an office. Therefore, according to the project team, the partnership approach was particularly important in Nigeria and Somalia, and was one of the key enablers of success.

Due to the nature of the project design, which involved policy dialogues between young leaders and key decision makers (including government representatives), it was also important for the project team to form partnerships with relevant government counterparts in each country. The key decision makers interviewed validated the project design, and expressed appreciation for the project team's professionalism and commitment to the project. In Nigeria, where the project was first implemented, both the project team and key decision makers interviewed recognised that government counterparts could have been engaged earlier in project planning. Those interviewed reported that it was somewhat challenging to agree on the logistical details for the policy dialogues, due to different organisational protocols, and there was limited time to navigate these challenges. The project team learned from this experience, and engaged government counterparts in Kenya and Somalia much earlier.

Finding 11: The project was flexible to adapt to challenges

The project team encountered a number of challenges during implementation and was flexible to adapt to these. Firstly, the project was originally intended to be implemented in Mozambique. The focus group with the project team revealed that, in the early stages of the project, the project team consulted with relevant stakeholders – including UN agencies, diplomatic missions, and UNOCT colleagues with experience in Mozambique – to understand the local context. These consultations reportedly revealed that there was ongoing conflict in the country and few UN and CSO partners available to collaborate with UNOCT at the time. Therefore, the project team came to the conclusion that it

would not be possible to adequately safeguard the young leaders who would have been recruited into the project. In addition, project delivery in Mozambique would have required a significant financial investment in translation and interpretation services, which had not been factored into the project design and budget. Therefore, in discussion with UNOCT's RDMRS, and the Management Team of the Peace and Security Sub-Fund of UNPDF within EOSG, it was agreed to instead implement the project in Kenya.

Implementation in Somalia also proved challenging and required flexibility on the part of the project team. When exploring potential venues for the in-person training, the project team was reportedly advised that they would not receive security clearance to implement outside the UN compound at a hotel or conference venue in Mogadishu. At the same time, in order to bring the young leaders inside the UN compound, it would reportedly have taken several months to receive security clearance, with individual background checks for the young leaders being required. In addition, the training facilitator, who was engaged through UNOPS, was advised that UNOPS would not grant security clearance for him to travel to Mogadishu. These security measures were in place due to real threats. As mentioned previously, the project team noted that, in August 2024, there was a terrorist attack in Mogadishu.²⁵

In response to these barriers, and in order to safeguard the young leaders, the project team adapted to a primarily online training modality for the Somali young leaders. In recognition of the inherent limitations of online training, especially given the language barrier (with English not being a national language of Somalia), the training facilitator adapted his approach to facilitate a positive learning experience. For example, the training sessions were extended to allow adequate time for expression and discussion. The facilitator also provided more small group and one-on-one support for the young leaders in preparation for their peer engagement sessions. Where needed, the young leaders were given the opportunity to conduct a mock practice two to three times before their peer engagement, and the facilitator made himself available for this during weekends, to accommodate the young leaders' schedules. In Nigeria, by comparison, the mock practice was conducted in person, and generally only needed once per young leader.

The security challenges in Somalia also led the project team to relocate the national policy dialogue for Somalia to Nairobi, Kenya. This generated unanticipated project costs associated with organising international travel for the Somali young leaders and key decision makers. In response, the project team limited the number of key decision makers, focusing primarily on representatives from the Somali NCTC (TUBSAN). The project team also encouraged CSOs operating in Somalia who were already located in Nairobi to attend the national policy dialogue for Somalia, in order to minimise travel costs. These challenges were discussed at a high level within UNOCT and have reportedly generated organisational learnings regarding operating in conflict settings where UNOCT does not have a programme office.

Given the unanticipated costs associated with conducting the national policy dialogue for Somalia in Kenya, the project team also adopted a primarily online training modality for Kenya to save costs associated with in-person activities. Having already adapted to an extended online training modality in Somalia, the project team reported that the extended online training in Kenya ran smoothly.

Finding 12: Future projects would benefit from a more structured exit, sustainability and visibility strategy

Despite the existing evidence of its impact and sustainability, the project would have benefitted from a more structured exit, sustainability and visibility strategy, which could be incorporated into the design of future projects. During the interviews, young leaders, key decision makers, and UNCCT senior leaders proposed a number of additional measures for sustainability, as outlined in Table 6 below. As noted on page 42, the young leaders

²⁵ UN News, *UN condemns deadly suicide attack on Somalia beach*, 3 August 2024, accessed at: <https://news.un.org/en/story/2024/08/1152806>

appreciated the ongoing support provided by the project team following the completion of the regional policy dialogue; however, there remains a question about next steps. The Youth Engagement Specialist holds most of the relationships with the young leaders, yet his contract, at the time of writing, is due to end. Having a clearer sustainability strategy would enable the project team to communicate next steps to the young leaders, including potential changes in the frequency of communications from the project team, thereby avoiding the young leaders experiencing an abrupt end in the follow-up support from the project team.

Table 6 – Suggested measures for inclusion in future projects’ exit, sustainability and visibility strategies

Theme	Description
Ongoing maintenance of UNOCT’s YEEP Alumni Network	<ul style="list-style-type: none"> While UNOCT’s YEEP Alumni Network is in the process of being established via UNOCT’s Connect and Learn platform, this will require ongoing maintenance, as with any community of practice. The Global Programme on PCVE, in collaboration with UNOCT’s RMDRS and senior leadership, should raise funds to enable the Network to remain active. A core group of young leaders in the implementation countries have formed YEEP Alumni groups with formal structures. The Global Programme on PCVE should consider how this approach could be adopted for other YEEP implementation countries, as adopting this more formalised approach with country ‘branches’ may enable ongoing engagement. The Global Programme on PCVE should consider how it could facilitate engagement between the different cohorts of YEEP, particularly those engaged through this project and the 2022 project in South and Southeast Asia. Multi-lateral exchanges may present the alumni with unique opportunities for networking and further learning. The Global Programme on PCVE should consider how the YEEP Alumni Network intersects with already existing networks in the countries of implementation to avoid duplication.
Additional support for young leaders	<ul style="list-style-type: none"> The Global Programme on PCVE should capitalise on the momentum built from the project to provide additional support for the young leaders, further enabling them to contribute to PCVE efforts. This may include additional training on specific topics, such as PCVE strategic communications, concept note development, project management, M&E and the intersection between human rights and PCVE. This would require additional funding. The Global Programme on PCVE should consider providing small grants to the young leaders to implement local PCVE initiatives. As UNOCT does not currently have grant-making authority, this may require partnering with another UN entity or CSO, and would also require additional funding.
Increased visibility for the project	<ul style="list-style-type: none"> Given the resources invested in the policy dialogues, the Global Programme on PCVE should consider compiling, and publishing, a policy brief highlighting the recommendations made for each implementation country. This may help the young leaders to pursue continued advocacy with key decision makers, and may also influence other PCVE practitioners in the implementation countries and beyond.

	<ul style="list-style-type: none"> • For future projects, the project team should adopt a more comprehensive visibility strategy, incorporating both news and social media, ensuring that both UNOCT and project donors are recognised. The project team should also continue to invite representatives of donor Member States to attend project activities. In this project, Chinese delegates were invited to the policy dialogues, and did attend; however, representatives from the Management Team of the Peace and Security Sub-Fund of UNPDF in EOSG could have also been invited to enable them to report back to the UNPDF Steering Committee. • The Global Programme on PCVE should explore avenues to bring greater visibility to initiatives stemming from future projects, especially those spearheaded by young leaders. As communications in the youth engagement context often requires bespoke approaches, this should be discussed in detail with UNOCT's Communications Unit.
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Finding 13: The project's integrated M&E supported measurement of success

The project fully integrated M&E aspects within its project management. This included the development of a comprehensive M&E Plan at the outset of the project – built collaboratively between the Global Programme on PCVE's M&E Specialist and the project team – which guided robust ongoing data collection. Several data collection activities were conducted throughout project implementation, such as surveys and interviews with young leaders, and the survey of peers. The data generated from these activities has significantly facilitated this evaluation, allowing matched analysis between a baseline and endline, and enabling the evaluation to be completed within a relatively short timeframe in line with donor expectations. Future projects should replicate this approach.

In summary, the project design has been validated, with some opportunities for improvement under each element (training, peer engagement, and policy dialogues). The project team faced a number of challenges during implementation, but was flexible to respond to these. Other key enablers for the project included the project team's youth-sensitive and highly engaging facilitation approach, the project's partnership approach, and the project's integrated M&E. Future projects should involve government partners early in project implementation, and should develop more structured exit, sustainability and visibility strategies.

4.4 Relevance: Alignment to policy and programme frameworks

Key evaluation question: To what extent is the project aligned to the United Nations Global Counter-Terrorism Strategy (GCTS), the United Nations Sustainable Development Goals (SDGs), the Youth Peace and Security (YPS) agenda, the UNOCT Strategic Plan and Results Framework (SPRF) 2022-2025, and the UNOCT Global Programme on PCVE?

Finding 1: The project demonstrated strong alignment to all relevant policy and programme frameworks

It is clear that the project was strongly aligned with, and contributed to, the desired results of all relevant UN policy frameworks and UNOCT's strategic directions on CT/PCVE.

UN policy frameworks

As with most work delivered by UNOCT/UNCCT, the project aligned with SDG 16: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive

institutions at all levels.”²⁶ While there is no SDG on youth, the project aligned with the YPS agenda, which aims to realise “the vital role that young people play in building and sustaining peace.”²⁷ The project has contributed to the primary pillar of the YPS agenda, referred to as “Participation”. This pillar emphasises the need to include young people in decision-making processes, reflecting that their unique perspectives and lived experience can strengthen efforts to build and sustain peace. This principle was incorporated into the very design of the project, through the inclusion of policy dialogues which aimed to give young people ‘a seat at the table’. The project design has translated into the desired results, as outlined in Section 4.2. The project has successfully created opportunities for young people to influence PCVE policies and programmes in all three implementation countries.

UNOCT’s strategic directions

Focusing more on UNOCT’s strategic directions, the project clearly aligned with the GCTS, namely Pillar 1 “Measures to address the conditions conducive to the spread of terrorism”.²⁸ In addition, the 8th review of the GCTS emphasised the role of young people in “the promotion of a culture of peace...[and] encourages Member States to empower [young people] through...including [young people] in decision-making processes and considering practical ways to include [young people] in the development of relevant programmes and initiatives aimed at preventing violent extremism conducive to terrorism.”²⁹ As noted above, the project has clearly facilitated this envisioned role for young people.

Further, the project aligns with the UNOCT SPRF 2022-2025, specifically “Strategic Goal 2: Create resilience against violent extremism conducive to terrorism”.³⁰ This Strategic Goal states that by 2025, a desired impact is for “Member States and a diversity of actors including...[young people]...to engage in programmes for the prevention and countering of violent extremism conducive to terrorism...” which, again, the project has contributed to through its results. Finally, the project aligns with UNOCT/UNCCT’s Global Programme on PCVE, specifically its “Youth Engagement” portfolio area, and contributes to the portfolio’s aim to “Empower young people to contribute to PCVE efforts in their local communities”³¹.

The interviews with UNCCT senior leaders highlighted that the project contributes to UNOCT’s work more broadly, as, by enabling governments to include more youth perspectives, this may also strengthen other areas of counter-terrorism, beyond PCVE. In addition, senior leaders noted that the project engages young people in the UN’s agenda, and invests in future leaders of CT/PCVE work, both within and outside the UN. Finally, UNCCT senior leaders noted that there is clear alignment between the project and the “High-Level African Counter-Terrorism Meeting in Abuja, Nigeria” (The Abuja Summit), held in April 2024, which focused on the threat of terrorism in the Sahel, and reportedly included discussions on the role of young people in CT/PCVE as critical to achieving lasting solutions.

In summary, the project was strongly aligned with, and contributed, to the desired results of all relevant UN policy frameworks, including the SDGs and YPS agenda; and UNOCT’s strategic directions on CT/PCVE, including the GCTS and the UNOCT SPRF.

²⁶ United Nations Department of Economic and Social Affairs, *The 17 Goals*, accessed at: <https://sdgs.un.org/goals>, accessed 28 March 2025

²⁷ United Nations, *Youth, peace and security: a guide*, accessed at: <https://www.un.org/en/peace-and-security/youth-peace-and-security-guide>, accessed on 28 March 2025

²⁸ UNOCT, *United Nations Global Counter-Terrorism Strategy*, accessed at: <https://www.un.org/counterterrorism/un-global-counter-terrorism-strategy>, accessed on 28 March 2025

²⁹ United Nations General Assembly, A/RES/77/298, 22 June 2023

³⁰ UNOCT, *UNOCT Strategic Plan and Results Framework 2022-2025*, accessed at: https://www.un.org/counterterrorism/sites/www.un.org.counterterrorism/files/unoct_strategic_plan_results_framework_2022-25.pdf, 2022

³¹ UNOCT, *Logical Framework: Global Programme on PCVE* [internal document], 2023

4.5 Relevance: Alignment to Member State priorities

Key evaluation question: To what extent is the project aligned with Member State priorities?

Finding 2: The project demonstrated strong alignment to Member State and UNPDF priorities

The project demonstrated strong alignment to Member State priorities in Kenya, Nigeria and Somalia, as well as to the priorities and focus areas of the UNPDF. The interviews with key decision makers highlighted that the project complemented CSOs' youth/PCVE work in all three implementation countries, and aligned with government priorities in each country. It was noted that all three countries are facing tangible threats from terrorist and violent extremist groups such as Al-Shabaab in Kenya and Somalia, and Boko Haram in Nigeria, further emphasising the importance of all PCVE initiatives.

Kenya

The Kenyan Government is, at the time of writing, developing a new National Strategy on PCVE. While the existing *National Strategy to Counter Violent Extremism* (2016) only briefly mentions young people, and primarily frames young people as victims and perpetrators, stakeholders have reported that the new National Strategy on PCVE, will, as a result of the project, more comprehensively focus on youth and position young people as critical stakeholders in PCVE efforts. Despite the limitations of the existing National Strategy, stakeholders reported that the Kenyan NCTC has a track record of engaging with youth representatives through its CEFs and highlighted that the development of the new National Strategy on PCVE presented an opportunity to partner with UNOCT on the project (see Section 4.5). On this basis, there was clear alignment between the government's priorities and the project's goals.

It was...an opportunity for NCTC to be able to...give [young people] an opportunity to be heard in policy arena...[they] were able to articulate...their proposals as far as PCVE work is concerned...at the moment NCTC has been reviewing its Strategy so the Kenya [cohort] had the opportunity to be involved in the process of the review...most of the time we have seasoned stakeholders...involved...but it was good to get fresh ideas from these young people. (Key decision maker, Kenya)

Nigeria

Within its *Policy Framework and National Action Plan for PCVE* (2017), the Government of Nigeria highlights the impacts of violent extremism on young people, recognises young people as important stakeholders in PCVE and commits to engage and empower young people in PCVE efforts – representing a holistic and strengths-based view of young people that aligns with the project's goals. The interviews with key decision makers reinforced this approach, and also highlighted that while the government had delivered some initiatives with young people relating to PCVE previously, the project came at a time where there had been an appetite to deliver more work in this space. The strong interest in the policy dialogues on the part of the Nigerian Government (see Section 4.1), and the particularly strong outcomes achieved in Nigeria to date (see Section 4.2) can be attributed, in part, to the strong alignment between the government's priorities and the project's goals.

We will support our youth to contribute to peace, security and development by creating space for their creative energies to flourish. (Policy Framework and National Action Plan for PCVE, Government of Nigeria, 2017)

We have a new government in town now and...some of the [young leaders'] recommendations are part of what the new Minister [for Youth] is working on now. (Key decision maker, Nigeria)

Somalia

Somalia does not have a publicly available national strategy on PCVE; however, interviews with key decision makers highlighted the government's interest in the role of young people in PCVE. The Somali NCTC (TUBSAN) is relatively new, having been established in June 2023. TUBSAN is working with very limited resources, with many of its staff reportedly working largely on a volunteer basis. Stakeholders noted that young people are marginalised in many areas of Somalia, and that the non-state armed group, Al-Shabaab, focuses its recruitment to terrorism on children and young people, highlighting the crucial need to involve young people in PCVE. On this basis, there was clear alignment between the government's priorities and the project's goals.

Giving young people some knowledge or skills in preventing and countering terrorism...we see that as crucial...because in Somalia we are fighting a group called Al-Shabaab, and they have an interest in young people...we are working to challenge their recruitment process. (Key decision maker, Somalia)

The goals of YEEP Africa align closely with our work, particularly in advocating for youth inclusion in policy-making and community resilience programs. (Key decision maker, Somalia)

UNPDF

Interviews with representatives from the Management Team of the Peace and Security Sub-Fund of UNPDF in EOSG, and UNOCT's RMDRS, confirmed the project aligns with the UNPDF Guidelines, both thematically and geographically. The Guidelines list counter-terrorism as a priority area, as well as countries in Africa. UNPDF also reportedly focuses on funding projects at the nexus of peace and development, which, from the perspective of the representatives interviewed, this project fulfils.

We're talking about empowerment of [young people]...in terms of peace...and the prevention of violent extremism...and then...the development angle in terms of opening up avenues for [young people] to make changes in terms of their national action plans and all that. (UNOCT RMDRS representative)

In summary, the project was strongly aligned with Member State priorities in Kenya, Nigeria and Somalia, through its focus on youth and PCVE. Non-state armed groups are a key concern in all implementation countries, and there was an appetite to draw on the perspectives of young people in response to this issue. The project also aligned with the priorities of UNPDF/Peace and Security Sub-Fund.

4.6 Human rights, gender equality, disability inclusion and leaving no one behind

Evaluation question: To what extent has the intervention design and implementation considered human rights, gender equality, youth as well as marginalized groups, including people with disabilities?

Finding 1: Do no harm principles were incorporated to a significant extent

The project incorporated do no harm principles to a significant extent, thanks to the central involvement of UNCCCT youth engagement specialists and local partners in the project design and implementation. The following measures were adopted, according to the project team:

- The project team worked closely with civil society partners in each country to distribute the application form through their networks. A focus was placed on recruiting young leaders who had already engaged in the

peacebuilding space, in order to ensure they had support systems in place, and were safeguarded from potential backlash as a result of their participation.

- As noted in Section 4.3, the project was implemented in Kenya rather than Mozambique due to operational and security challenges in Mozambique which would have limited the project's ability to be able to safeguard the participating young leaders.
- The application form clearly outlined the objectives of the project, the activities and expected timeframes, and the respective roles of all partners. Interested applicants were able to contact UNCCT with any questions.
- Due to heightened security concerns in Somalia, the project plan for Somalia was communicated to the UN Resident Coordinator and reviewed by their Risk Management Unit.
- Security briefings were conducted with the young leaders ahead of all in-person activities.
- To facilitate a safe space for engagement among young leaders, group guidelines were co-designed, at the outset of the training of each cohort. These included principles such as respecting others' opinions without judgement and active listening.
- Mock practice techniques were employed by the training facilitator ahead of the peer engagement sessions and policy dialogues. These served as a didactic tool as well as a safeguarding mechanism, enabling the project team to assess the readiness of the young leaders to competently engage in these sensitive activities. Where needed, additional mock practice sessions were offered, to ensure the young leaders were fully prepared.
- As noted in Section 4.1, young leaders had to complete the training to be able to progress to the peer engagement and policy dialogues. In Somalia, eight young leaders were assessed by the project team to have not met the minimum requirements of the training to move onto the next stages of the project and were therefore informed they could not continue. This was in an effort to safeguard the young leaders, due to the sensitive nature of the discussions that were taken place during the peer engagement and policy dialogues.
- Due to the sensitive nature of PCVE in Somalia, young leaders were instructed to engage a smaller number of peers (five to 10, compared to five to 20 in Kenya and Nigeria) and to prioritise people they already knew.
- A number of measures were put in place to facilitate safe spaces for engagement among young leaders and key decision makers during the policy dialogues, which were considered the riskiest part of the project:
 - The young leaders were coached on policy advocacy techniques. This involved modules on applying strategic communication techniques to frame policy recommendations in a way that would be compelling to government (such as developing clear messaging, and emphasising that the recommendations are evidence-based). Further, young leaders practiced their presentations ahead of the policy dialogues, and received feedback from the project team.
 - The key decision makers were briefed ahead of time on the objectives of the project, the evidence base that had been collected, and were asked to treat the young leaders with respect.
 - The policy dialogue agenda was also structured to include breakout sessions, in an effort to facilitate in-depth positive exchanges between the young leaders and key decision makers around key themes.
 - CSO representatives were included, alongside government representatives, as key decision makers in the policy dialogues, to ensure adequate representation from civil society – this helped to mitigate the risks associated with young leaders' recommendations being dismissed or poorly received by government representatives.
- During the in-person activities, consent forms were used to collect all stakeholders' informed consent to take photos and videos.

- Specific modules were incorporated into the training to reduce the risk of future harm to young leaders when working in PCVE. These included developing self-care plans, conducting risk assessments, safe online engagement and ethical research practices.

This is a relatively extensive approach to do no harm and could be shared to inform the work of other practitioners. Nevertheless, there is potential to discuss further measures with regards to do no harm in the context of the peer engagement, as outlined in Section 4.3. As the project team has less visibility and control over this element of the project, there may also be additional risks that could be identified and managed with the support of UNOCT's HRGS.

Finding 2: Gender equality considerations were incorporated to a moderate extent

The project incorporated gender equality considerations through a focus on women's participation in project activities and the incorporation of gender as a thematic area. As outlined in Section 4.1, the project reached a gender balance among young leaders. When asked to reflect on the policy dialogue, many key decision makers interviewed emphasised the value of having young women leaders present their recommendations, especially in the context of PCVE where women's voices are often not highlighted. The gender balance among young leaders was achieved through intentionally selecting both young women and men from the applications that were considered to be high quality. Despite this achievement, the gender balance among peers and key decision makers was lower.

Further to the above, the project also incorporated gender equality considerations through including two relevant modules within the training curriculum for young leaders: 'Women, Peace and Security' and 'Gender and PCVE', which were designed in consultation with UNOCT's HRGS/Gender Unit. In addition, all four policy dialogues incorporated gender as a thematic area, with discussion of specific recommendations.

There are a number of opportunities to further incorporate gender equality considerations within the future project design and implementation, including:

- Hiring two youth engagement experts to facilitate the training, one woman and one man.
- Considering the need for specific measures depending on the cultural norms of implementation countries, such as women-only spaces. This suggestion was made by one of the women key decision makers from Somalia.
- Encouraging young leaders to achieve a gender balance with their peer engagement.
- Specifically requesting Member State governments to nominate a minimum number of women representatives for the policy dialogues.

These opportunities, along with others, could be incorporated by consulting with UNOCT's HRGS in the project design stage for future projects.

Finding 3: Leaving no one behind considerations were incorporated to a more limited extent

The project incorporated leaving no one behind considerations through the inclusion of peer engagement in its design. The project team noted that, as UNOCT/UNCCT has a relatively limited field presence, it would be challenging to directly engage 'harder-to-reach' young people, such as those living in rural areas, those who are socio-economically disadvantaged and those with limited English proficiency. Therefore, the project design focused on selecting young leaders who had already engaged, to some extent, in peacebuilding, and encouraged them to reach other young people through their peer engagement sessions. While there is no guarantee that the young leaders would reach less-privileged peers, they were encouraged to do so. Given the limited field presence of UNOCT, and the available budget for the project, this is considered to have been an appropriate approach; however, it did limit the reach of the project and may have impacted the comprehensiveness of the policy recommendations.

Future projects with larger budgets could adopt a sub-national approach, involving stronger representation – among young leaders, peers, and key decision makers – from the different regions of a country. This could be achieved through expanding the reach of the project to a larger cohort of young leaders across all regions by building this into the project design (i.e. target number of young leaders in each country to be based on number of relevant geographical areas), and holding policy dialogues at the sub-national level. Alternatively, the policy dialogues could remain at the national level but go into more depth on specific issues in different regions. This approach could be supported through inviting representatives from sub-national as well as national governments to attend the national policy dialogues. This suggestion was made, in particular, by Nigerian representatives. While all six regions of Nigeria were represented among the cohort of young leaders in Nigeria, it was acknowledged that within the regions there is a lot of diversity, and there may be a need for a greater focus in some regions more impacted by violent extremism.

Nigeria is a very huge country and it's one of the most diverse African countries...in the northwest ...there are communities that the YEEP alumni are not present in and even if they [were to] host remote consultations, people [would not] be able to access them due to internet issues...these are communities that are really facing the challenges of [conflict]. (Key decision maker, Nigeria)

There are further opportunities to incorporate leaving no one behind considerations within the future project design and implementation, including:

- Supporting reach to minority groups – Future projects could consider involving organisations representing marginalised groups in both the applicant nomination and selection process and the policy dialogues. This may help to further incorporate diverse perspectives throughout the project.
- Supporting the involvement of young people with limited English proficiency – As covered in Section 4.1, the lower reach to young leaders in Somalia appears to have been impacted by language accessibility, with English not being the national language. Future projects could invest in delivering the project in other languages – noting that the associated costs of translating the training materials and finding youth engagement specialists who can speak relevant languages would need to be factored in, and it may not be feasible to invest in translating the materials into all languages.
- Supporting the involvement of young people experiencing socio-economic disadvantage – The project generated some logistical costs that were not anticipated. Firstly, the project's online training approach required young leaders to have fast and reliable internet access; however, some of the young leaders in Kenya did not have this type of internet at their disposal without paying additional fees. In order to support the ongoing engagement of the young leaders in the project, Kenyan civil society partners reportedly decided to cover this cost; however, UNOCT should consider managing this directly. Further, as outlined in Section 4.3, some participants in the peer engagement (i.e. peers of the young leaders) expected reimbursement for their time and transportation costs. This reportedly created some tension in the peer engagement sessions, and in at least one case a young leader decided to absorb these costs in order to facilitate positive engagement with his peers. To avoid placing undue financial burden on the young leaders, the Global Programme on PCVE should consider whether a small amount of funding could be provided to the young leaders to cover the logistical cost associated with delivering engagement sessions.

Sometimes you find that people are dependent on the most affordable...access to internet...some people are not in jobs...so just to ensure that no one is left out, if you could just find a way to support some of the [young leaders] to access good internet so that it does not compromise their participation in the project...because I remember, there is a time almost half of the class was having connectivity issues. (Young leader from Kenya)

Further identification of challenges and opportunities with regards to leaving no one behind could be covered in discussion with UNOCT's HRGS.

Finding 4: Disability inclusion was not factored into project design or implementation

The project did not establish any specific strategies to facilitate the participation of people with disability. For future projects, there is an opportunity to incorporate disability inclusion strategies within the recruitment and selection process, as well as within activity design and implementation. This would require dedicated funding in order to be able to respond to requests for reasonable adjustments.

Finding 5: There is an opportunity to incorporate human rights as a thematic area within future projects

There are important considerations with regards to human rights in the context of PCVE. There is an opportunity to mainstream human rights as a thematic area within each stage of future projects. For example:

- Covering the intersections between human rights and PCVE within the training curriculum for young leaders.
- Encouraging young leaders to collect insights from their peers on the intersections between human rights and PCVE, to inform the policy recommendations formulated by each cohort.
- Creating a thematic area for human rights, to be covered during the policy dialogues.

Once incorporated into the project, the results associated with the additional training and discussions would also need to be measured.

These measures could be developed for future projects in consultation with UNOCT's HRGS.

In summary, the project incorporated do no harm principles to a significant extent, gender considerations to a moderate extent, and leaving no one behind considerations to a more limited extent. Disability inclusion considerations were not factored into project design or implementation. Within future projects there is an opportunity to explore further do no harm measures, increase the mainstreaming of gender equality considerations, include disability inclusion considerations, and incorporate human rights as a thematic area. These opportunities can be explored in discussion with UNOCT's HRGS.

5. Conclusions

The evaluation found the project to have been well-designed and implemented, and aligned to relevant priorities. The project achieved all of its intended results, including both learning outcomes and long-term outcomes. Most notably, there is strong evidence of impact and sustainability in all three implementation countries. Taking into account the identified opportunities for improvement, the project could be scaled-up within Africa to include a larger number of Member States, and also scaled-up within each Member State to achieve greater depth at a sub-national level.

5.1 Effectiveness

Finding 1: The project achieved significant reach; however, there are opportunities to increase the participation of women and people from with limited English proficiency

The project reached 905 young people (60 young leaders and 845 of their peers), and 97 key decision makers in PCVE. The project met its original reach target for young leaders in Kenya and Nigeria, but not for Somalia due to 10 young leaders dropping out. English language limitations appear to have played a key role in the lower engagement among the Somali cohort. The gender balance among young leaders was close to even (32 women, 28 men); however, among peers (306 women, 341 men) and key decision makers (32 women, 65 men) more men were engaged in the project. By organisation type, the project reached an appropriate mix of government (50) and CSO representatives (34) in line with its whole-of-society approach. There are opportunities to increase the participation of women and people with limited English proficiency.

Finding 2: Young leaders have influenced PCVE policies and programmes in Kenya, Nigeria and Somalia

There is strong evidence that the project has enabled young leaders to influence PCVE initiatives in all three implementation countries, demonstrating its impact and sustainability. In Kenya, the young leaders have informed the new National Strategy on PCVE. In Nigeria, the young leaders have become an informal youth advisory board for the Nigerian NCTC/ONSA. In Somalia, the government has reportedly taken on board several of the young leaders' policy recommendations, including establishing a youth advisory council to help protect marginalised people from recruitment into non-state armed groups. Young leaders from all three implementation countries also collaborated to deliver 'Youth4HarmonyHack', a hackathon-style initiative calling on young people to develop engaging and creative content for social media, which achieved over 1 million views. The project also achieved a multiplier effect through the peer engagement sessions, with most peers reporting they had learned something new about PCVE from the young leaders.

Finding 3: Young leaders feel more confident discussing PCVE as a result of the project

The project has led to an increase in young leaders' confidence discussing PCVE. Among young leaders whose survey responses could be matched before and after the project (n=21) there was a 32% increase in confidence discussing PCVE. This result was validated through the interviews with young leaders, many of whom reflected on their increased comfort presenting in front of high-level stakeholders, as well as an uplift in their sense of self-worth with regards to their role in PCVE.

Finding 4: Young leaders feel empowered to contribute to PCVE efforts within their region, nation or community as a result of the project

The project has led to an increase in young leaders' sense of empowerment to contribute to PCVE efforts. Among young leaders whose survey responses could be matched before and after the project (n=21) there was a 16% increase in confidence contributing to PCVE efforts. This result was validated through the interviews with young leaders, where several examples of empowerment were provided, such as pursuing further studies in PCVE, deciding to take on a career in PCVE and participating in or organising new PCVE initiatives.

Finding 5: Young leaders have continued to engage with each other beyond the project

The project has led to continued engagement among young leaders. Of those who completed the follow-up post-survey (n=48), 96% reported remaining in contact with at least one other member of YEEP alumni, and, on average, respondents reported remaining in contact with nine other members of YEEP alumni. Formal YEEP alumni groups have been established by the young leaders in all three implementation countries.

Finding 6: Engagement between young leaders and key decision makers has increased as a result of the project

The project has led to increased engagement between young leaders and key decision makers. Not only were young leaders able to engage with key decision makers during the policy dialogues, their engagement has been sustained following the completion of the project. Of those who completed the follow-up post-survey (n=48) (conducted three months following the regional policy dialogue), 80 per cent of young leaders reported remaining in contact with at least one key decision maker. In Somalia, the YEEP alumni group has met with key decision makers to discuss collaboration, and co-delivered an event with government and CSO partners for International Day of Peace in September 2024. In Nigeria, the YEEP alumni group has had ongoing engagement with key decision makers and, at the time of writing, there are concrete plans for future collaboration. In Kenya, while the NCTC organised a session to gain feedback from the young leaders on the new National Strategy for PCVE, and obtained internships for the young leaders in PCVE-focused CSOs, it is unclear whether there are plans for ongoing engagement between the young leaders and the NCTC directly.

Finding 7: The achievement of the project's long-term outcomes was supported by its strong learning outcomes

The project achieved strong learning outcomes across all three thematic areas, with young leaders' self-rated levels of expertise increasing across all relevant topics. During the interviews, young leaders shared that the foundational modules on violent extremism and PCVE were critical to ensure that they had a comprehensive and nuanced understanding of key concepts. The modules on engagement provided the young leaders with skills that were transferred to the peer engagement sessions and their everyday lives. The modules on policymaking and policy advocacy supported the success of the policy dialogues.

Finding 8: The project design is unique and supported strong outcomes, with some opportunities for improvement

The design of the project – incorporating training and coaching, peer engagement, and policy dialogues – is unique and each element played a key role in the outcomes achieved. Therefore, no major changes to the project design, such as adding or removing an entire element, are required. With regards to the training and coaching, the main opportunity for improvement is to adopt an extended in-person modality for all implementation countries, in line with the approach adopted for Nigeria. With regards to the peer engagement, the main opportunity for improvement is to better support the young leaders to align their peer engagement sessions with best practice. With regards to

the policy dialogues, the main opportunity for improvement is to re-design the regional policy dialogue to maximise its return on investment.

Finding 9: The project team's youth-sensitive and highly engaging facilitation approach supported learning outcomes

The facilitation style adopted by the project team was highly engaging and created a safe space for learning. Features of this approach included ensuring no one was falling behind in terms of their learning outcomes, the creation of environments conducive to free expression, and the use of didactic techniques, such as mock practice sessions, to reinforce skill development in the lead up to the peer engagement and policy dialogues.

Finding 10: Partnerships supported implementation success; and the project team learned that government counterparts should be engaged early in project planning

In each implementation country, the project team formed partnerships with relevant UN entities and CSOs to tailor implementation to the local context and facilitate implementation success. These organisations (GCERF, UNESCO, UNFPA and YADEN East Africa) were not formal implementing partners, as they did not receive funding or deliver project activities; however, they played an important advisory role. Due to the involvement of government representatives in the policy dialogues, partnerships with government counterparts were also important. Following initial implementation in Nigeria, the project team learned that involving government counterparts early in project planning facilitates the policy dialogues, and engaged government counterparts earlier in Kenya and Somalia.

Finding 11: The project was flexible to adapt to implementation challenges

The project team encountered a number of challenges during implementation and was flexible to adapt to these. Firstly, the project was originally intended to be implemented in Mozambique; however, after extensive consultations with relevant stakeholders, and due to operational and security concerns, a change was made to instead implement in Kenya. Implementation in Somalia also proved challenging due to security concerns, leading to the majority of the training being conducted online, and the in-person activities for Somalia being conducted in Nairobi, Kenya. This necessitated the inclusion of a smaller number of key decision makers in the national policy dialogue.

Finding 12: Future projects would benefit from a more structured exit, sustainability and visibility strategy

Despite the evidence of its impact and sustainability, the project would have benefitted from a more structured exit, sustainability and visibility strategy, which could be incorporated into the design of future projects. This should involve ongoing maintenance of UNOCT's YEEP Alumni Network and additional support for young leaders, including additional skill development and funding of pilot PCVE initiatives. Developing a bespoke approach to communications would also facilitate increased visibility of youth-led initiatives stemming from the project.

Finding 13: The project's integrated M&E supported measurement of success

The project fully integrated M&E within its project management, which has supported the measurement of success. This included the development of a comprehensive M&E Plan at the outset of the project and robust data collection through implementation. The data generated from these activities has significantly facilitated this evaluation.

5.2 Relevance

Finding 1: The project demonstrated strong alignment to all relevant policy and programme frameworks

The project was strongly aligned with, and contributed, to the desired results of all relevant UN policy frameworks, including the GCTS, SDGs and YPS agenda; and UNOCT's strategic directions on CT/PCVE, including the UNOCT SPRF.

Finding 2: The project demonstrated strong alignment to Member State and UNPDF priorities

The project was strongly aligned with Member State priorities in Kenya, Nigeria and Somalia, through its focus on youth and PCVE. Non-state armed groups are a key concern in all implementation countries, and there was an appetite to draw on the perspectives of young people in response to this issue. The project also aligned with the priorities of UNPDF/Peace and Security Sub-Fund.

5.3 Human rights, gender equality, disability inclusion and leaving no one behind

Finding 1: Do no harm principles were incorporated to a significant extent

The project incorporated do no harm principles to a significant extent, thanks to the central involvement of a Youth Engagement Specialist and partners in the project design and implementation. This approach could be shared to inform the work of other practitioners, and, at the same time, further measures with regards to do no harm could be explored in the context of the peer engagement element of the project.

Finding 2: Gender equality considerations were incorporated to a moderate extent

Gender considerations were incorporated within the project to a moderate extent, but could be strengthened through: hiring women and men facilitators; considering the need for specific measures depending on the cultural norms of the implementation country; encouraging the young leader to achieve a gender balance within their peer engagement; and, requesting government entities to nominate a minimum number of women representatives for the policy dialogues.

Finding 3: Leaving no one behind considerations were incorporated to a more limited extent

The project incorporated leaving no one behind considerations through the inclusion of peer engagement in its design. As UNOCT/UNCCT has a relatively limited field presence, it would be challenging to directly engage 'harder-to-reach' young people, such as those living in rural areas and those who are socio-economically disadvantaged. Therefore, the project design focused on selecting young leaders who had already engaged in peacebuilding, and encouraged them to reach other young people through their peer engagement sessions. Further to this, leaving no one behind considerations could be strengthened through: adopting a sub-national approach to future projects; supporting reach to minority groups through the involvement of organisations representing these groups; supporting the involvement of young people with limited English proficiency through translation and interpretation services; and, supporting the involvement of young people experiencing socio-economic disadvantage through providing young leaders with a small amount of funding to cover the logistical costs of the peer engagement sessions.

Finding 4: Disability inclusion was not factored into project design or implementation

Disability inclusion considerations were not incorporated into the project. Future projects would need to allocate funding for appropriate expertise and to enable the project team to make reasonable adjustments where requested.

Finding 5: There is an opportunity to incorporate human rights as a thematic area within future projects

Human rights could be mainstreamed as a thematic area within each stage of the YEEP model through: covering the intersections between human rights and PCVE within the training curriculum for young leaders; encouraging young leaders to collect insights from their peers on the intersections between human rights and PCVE; and, creating a thematic area for human rights to be covered during the policy dialogues.

6. Lessons Learned

The evaluation identified four key success factors for the project and associated learnings:

Key success factor	Description	Learning
The flexibility of the project team	The project faced a number of challenges throughout implementation and the project team was flexible to overcome these. This included shifting from project delivery in Mozambique to delivery in Kenya, and adapting the implementation approach in Somalia and Kenya to accommodate security concerns and the available budget.	Flexibility is needed when operating in conflict settings, especially when dealing with young people who require additional safeguards.
The partnership approach	<p>The project team formed partnerships with relevant UN entities and CSOs to tailor implementation to the local context and facilitate implementation success. This was particularly important in Nigeria and Somalia, where the project team had not operated before.</p> <p>Partnerships with government counterparts are key due to their central involvement in the policy dialogues. Involving government counterparts early in project planning allows adequate time to negotiate details, thereby facilitating the implementation of the policy dialogues.</p>	<p>Where a UN entity does not have a programme office, partnering with other UN entities and CSOs facilitates project implementation.</p> <p>Involving government counterparts early facilitates project implementation.</p>
The youth-sensitive and highly engaging facilitation approach	The facilitation style adopted by the project team was highly engaging and created a safe space, facilitating learning outcomes.	Youth projects require specific expertise in youth engagement.
The project's integrated M&E	The project fully integrated M&E within its project management. This included the development of a comprehensive M&E Plan at the outset of the project and robust data collection through implementation. The data generated from these activities has significantly facilitated this evaluation.	Integrated M&E facilitates the measurement of success.

The evaluation identified six key opportunities for improvement and associated learnings:

Opportunity for improvement	Description	Learning
Conducting the initial training in person rather than online	The implementation model adopted for Nigeria, where the young leaders had additional in-person training, facilitated learning outcomes and enabled the formation of strong interpersonal connections between the young leaders early on in the project. This model should be adopted for all implementation countries in future.	In-person training facilitates stronger outcomes.
Providing additional support for the peer	Young leaders would benefit from additional support to implement their peer engagement sessions, including: the development of a briefing note that could be provided to prospective participants; coaching on how to communicate	Young people need comprehensive support to

engagement sessions	clearly to prospective participants about the purpose of the sessions; the development and provision of a policy brief, to be provided to peers, demonstrating how their inputs were used during the policy dialogues; and, potentially, funding to cover the logistical costs of conducting the peer engagement.	conduct engagement in line with best practice.
Providing more time for young leader preparation ahead of the national policy dialogues	Young leaders would benefit from at least one additional day of in-person coaching, ahead of the policy dialogues, to formulate their policy recommendations. In addition, ensuring that all young leaders are staying in the same accommodation during this time would enable them to utilise the time outside the formal training and coaching sessions to further prepare in their small groups.	Policy formulation requires adequate time.
Re-designing the regional policy dialogue	The regional policy dialogue served primarily as a knowledge exchange and networking activity. Depending on the budget for future projects, the regional policy dialogue could be redesigned to maximise its return on investment. Including a larger number of Member States in future projects, and partnering with the African Union, or sub-regional organisations, on the regional policy dialogue, could enable influence over regional policymaking and programming.	Regional policy dialogues have greater potential for influence when involving a greater number of Member States.
Incorporating a more structured exit, sustainability and visibility strategy	<p>Future projects should incorporate a more structured exit, sustainability and visibility strategy, which may involve ongoing maintenance of UNOCT's YEAP Alumni Network and additional support for young leaders, including additional skill development and funding of pilot PCVE initiatives.</p> <p>Adopting a bespoke communications approach would also facilitate increased visibility of the project's results, especially those that pertain to sustainability, including youth-led initiatives stemming from the project.</p>	<p>Structured exit, sustainability and visibility strategies can support increased sustainability.</p> <p>Maximising visibility in youth engagement requires a bespoke approach to communications.</p>
Strengthening human rights, gender, disability inclusion and leaving no one behind considerations	Several opportunities have been identified throughout the report. For gender, these include hiring both women and men facilitators, considering the need for specific measures depending on the cultural norms of the implementation country, encouraging the young leader to achieve a gender balance within their peer engagement, and requesting governments to nominate a minimum number of women representatives for the policy dialogues. For leaving no one behind these include involving organisations representing minority groups in the project, providing translation and interpretation services and providing young leaders with funding to cover the logistical costs of the peer engagement sessions. For human rights these include strengthening the do no harm approach for the peer engagement and incorporating human rights as a thematic area within each element of the project. These opportunities could be elaborated, and further opportunities identified, with the support of UNOCT's HRGS.	Human rights, gender, disability and leaving no one behind considerations are best elaborated with experts.

7. Recommendations

The evaluation generated six key recommendations for incorporation into future projects. The Global Programme on PCVE's M&E Specialist co-designed these recommendations with the project team.

Prioritising in-person training	
Recommendation No. # 1: Deliver extended in-person training for all young leaders	
Relevant Conclusion #: Effectiveness, Finding 1	Priority Level: High
Responsibility: Global Programme on PCVE staff	Timeframe for implementation: When future project opportunities arise
Explanation: The implementation model adopted for Nigeria, where the young leaders completed additional training in person, facilitated learning outcomes and enabled the formation of strong interpersonal connections between the young leaders early on in the project. This model should be adopted for all implementation countries in future.	

Strengthening the support to young leaders with their peer engagement	
Recommendation No. # 2: Provide additional support to young leaders to implement their peer engagement sessions in line with best practice	
Relevant Conclusion #: Effectiveness, Finding 8	Priority Level: High
Responsibility: Global Programme on PCVE staff	Timeframe for implementation: When future project opportunities arise
Explanation: The project team should develop a briefing note for the young leaders to provide to prospective participants in their peer engagement sessions, explaining the purpose of the peer engagement. The project team should also provide coaching to the young leaders on how to explain the purpose of the peer engagement sessions, and how to answer difficult questions. In addition, the project team should consider providing funding to the young leaders to cover the logistical costs of conducting their peer engagement (as UNOCT does not currently have grant making authority, this may require partnering with another UN entity or relevant CSO). Finally, the project team should develop a policy brief demonstrating how peers' inputs were used during the policy dialogues, for provision to the peers by the young leaders to 'close the loop'.	

Building in more time for policy recommendation formulation

Recommendation No. # 3: Allocate more time, and optimise the enabling environment for young leaders to formulate policy recommendations

Relevant Conclusion #: Effectiveness, Finding 8

Priority Level: High

Responsibility: Global Programme on PCVE staff

Timeframe for implementation: When future project opportunities arise

Explanation: The project team should allocate more time (e.g. an additional day) for the young leaders to work on their policy recommendation formulation in their small groups, ahead of the policy dialogues. This may reduce stress and enable stronger presentations at the policy dialogues. In addition, focus should be placed on optimising the enabling environment for this important in-person group work, including ensuring young leaders are staying at the same accommodation during their preparation time.

Re-designing the regional policy dialogue

Recommendation No. # 4: Re-design the regional policy dialogue to maximise its return on investment

Relevant Conclusion #: Effectiveness, Finding 8

Priority Level: High

Responsibility: Global Programme on PCVE staff

Timeframe for implementation: When future project opportunities arise

Explanation: When designing new projects, three options should be considered for the regional policy dialogue, depending on the available budget. 1) Future projects with a budget to accommodate a large number of Member States of the African Union (20 or more) could retain the in-person approach for the policy dialogue, partner with the African Union, and a focus on influencing regional policymaking and programming. 2) Future projects with a budget to accommodate a medium number of implementation countries (5-20) could adopt a sub-regional approach, involving countries in closer geographical proximity, partnering with sub-regional organisations and focusing on influencing sub-regional policymaking and programming. 3) Future projects with a budget to accommodate a small number of Member States (less than five) could focus the regional policy dialogue primarily on multilateral knowledge exchange, which could be achieved through online dialogues.

Adopting a more structured approach to sustainability

Recommendation No. # 5: Incorporate a more structured exit, sustainability and visibility strategy

Relevant Conclusion #: Effectiveness, Finding 12

Priority Level: High

Responsibility: Global Programme on PCVE staff

Timeframe for implementation: When future project opportunities arise

Explanation: While this project achieved sustainable outcomes, future projects may be able to further increase sustainability through a more structured exit, sustainability and visibility strategy. The strategy should include: ongoing maintenance of UNOCT's YEEP Alumni Network; additional support for young leaders, including additional skill development and funding of pilot PCVE initiatives; and the development of a bespoke communications plan, in collaboration with UNOCT's Communications Unit, to bring greater visibility to youth-led initiatives stemming from future projects.

Strengthening human rights, gender, disability inclusion and leaving no one behind considerations

Recommendation No. # 6: Strengthen the incorporation of human rights, gender, disability inclusion and leaving no one behind considerations

Relevant Conclusion #: Human rights, gender equality, disability inclusion and leaving no one behind, Findings 1-5

Priority Level: High

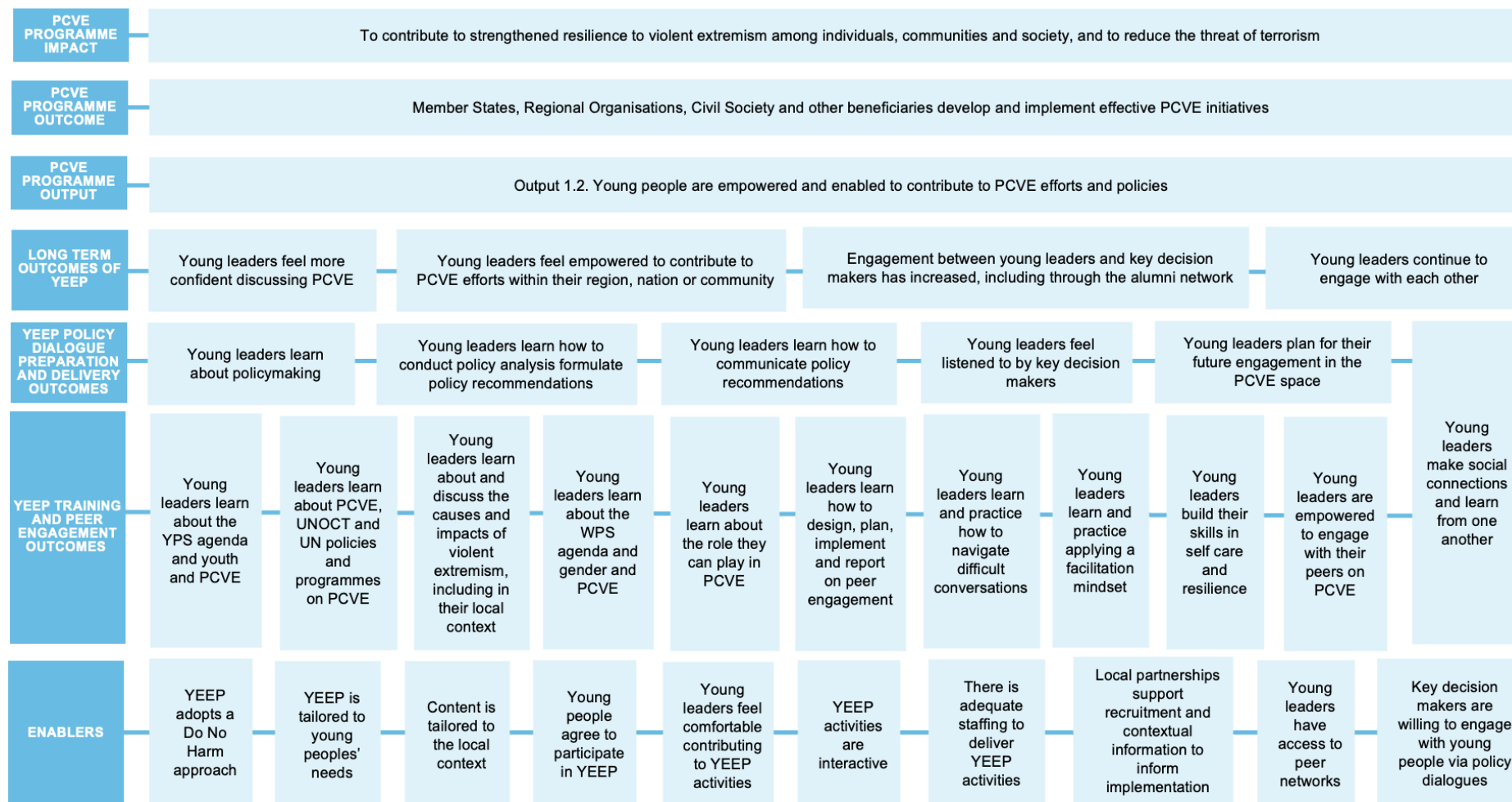
Responsibility: Global Programme on PCVE staff

Timeframe for implementation: When future project opportunities arise

Explanation: Several opportunities have been identified throughout the report to strengthen the incorporation of human rights, gender, disability inclusion and leaving no one behind considerations. For gender, these include: hiring both women and men facilitators; considering the need for specific measures depending on the cultural norms of the implementation country; encouraging the young leaders to achieve a gender balance within their peer engagement; and requesting governments to nominate a minimum number of women representatives for the policy dialogues. For leaving no one behind, these include: involving organisations representing minority groups in the project; providing translation and interpretation services, and providing young leaders with funding to cover the logistical costs of the peer engagement sessions. For human rights, these include strengthening the do no harm approach for the peer engagement and incorporating human rights as a thematic area within each element of the project (which would need to be measured as part of future M&E approaches). These opportunities should be elaborated, and further opportunities identified, with the support of UNOCT's HRGS. Overall, human rights, gender, disability inclusion and leaving no one behind considerations should be factored into project design, implementation, monitoring, evaluation and learning.

Annexes

Annex 1: Logic model



Annex 2: Evaluation matrix

Outcome area	Outcome statement	Key evaluation questions	Indicators	Data sources	Evaluation criteria
Long Term Outcomes of YEEP	Young leaders feel more confident discussing PCVE	To what extent do young leaders feel more confident discussing PCVE? What have been the barriers and enablers?	Number and % of young leaders (sex-disaggregated) who agree they feel more confident discussing PCVE Qualitative reflections from young leaders Identification of barriers and enablers	Pre-survey of young leaders Immediate post-survey of young leaders Follow-up post-survey of young leaders Follow-up interviews with young leaders	Effectiveness (Results)
	Young leaders feel empowered to contribute to PCVE efforts within their region, nation or community	To what extent do young leaders feel empowered to contribute to PCVE efforts within region, nation or community? What have been the barriers and enablers?	Number and % of young leaders (sex-disaggregated) who report they feel empowered to contribute to PCVE efforts Qualitative reflections from young leaders Identification of examples Identification of barriers and enablers	Pre-survey of young leaders Immediate post-survey of young leaders Follow-up post-survey of young leaders Follow-up interviews with young leaders	Effectiveness (Results)
	Engagement between young leaders and key decision makers has increased, including through the alumni network	To what extent had engagement between young leaders and key decision makers increased? What have been the barriers and enablers?	Number and % of young leaders (sex-disaggregated) who report engagement with key decision makers has increased Qualitative reflections from young leaders Identification of examples	Follow-up post-survey of young leaders Follow-up interviews with young leaders Follow-up interviews with key decision makers	Effectiveness (Results)

			Identification of barriers and enablers		
	Young leaders continue to engage with each other	To what extent have young leaders continued to engage with each other? What have been the barriers and enablers?	Number and % of young leaders (sex-disaggregated) who report they have continued to engage with each other Qualitative reflections from young leaders Identification of examples Identification of barriers and enablers	Follow-up post-survey of young leaders Follow-up interviews with young leaders	Effectiveness (Results)
YEEP Policy Dialogue Preparation and Delivery Outcomes	Young leaders learn about policymaking	To what extent did young leaders learn about policymaking?	Number and % of young leaders (sex-disaggregated) who agree they learned about policymaking Qualitative reflections from young leaders Qualitative reflections from project team	Pre-survey of young leaders Immediate post-survey of young leaders Follow-up interviews with young leaders Debrief with project team	Effectiveness (Results)
	Young leaders learn how to conduct policy analysis and to formulate policy recommendations	To what extent did young leaders learn how to conduct policy analysis and formulate policy recommendations?	Number and % of young leaders (sex-disaggregated) who agree they learned how to conduct policy analysis Number and % of young leaders who agree they learned how to conduct formulate policy recommendations Qualitative reflections from young leaders	Pre-survey of young leaders Immediate post-survey of young leaders Follow-up interviews with young leaders Debrief with project team	Effectiveness (Results)

			Qualitative reflections from project team		
	Young leaders learn how to communicate policy recommendations	To what extent did young leaders learn how to communicate policy recommendations?	<p>Number and % of young leaders (sex-disaggregated) who agree they learned how to communicate policy recommendations</p> <p>Qualitative reflections from young leaders</p> <p>Qualitative reflections from project team</p>	<p>Pre-survey of young leaders</p> <p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Debrief with project team</p>	Effectiveness (Results)
	Young leaders feel listened to by key decision makers	To what extent did young leaders feel listened to by key decision makers?	<p>Number and % of young leaders (sex-disaggregated) who agree they felt listened to by key decision makers</p> <p>Qualitative reflections from young leaders</p>	<p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Debrief with project team</p>	Effectiveness (Results)
	Young leaders plan for their future engagement in the PCVE space	To what extent were young leaders able to plan for their future engagement in the PCVE space?	<p>Number and % of young leaders (sex-disaggregated) who report they were able to plan for their future engagement in the PCVE space</p> <p>Qualitative reflections from young leaders</p>	<p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Debrief with project team</p>	Effectiveness (Results)
YEEP Training and Peer Engagement Outcomes	Young leaders learn about the YPS agenda and youth and PCVE	To what extent did young people learn about the YPS agenda and youth and PCVE?	Number and % of young leaders (sex-disaggregated) who report they learnt about the YPS agenda and youth and PCVE	<p>Pre-survey of young leaders</p> <p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Review of training materials</p>	Effectiveness (Results)

			Qualitative reflections from young leaders		
Young leaders learn about PCVE, UNOCT and UN policies and programmes on PCVE	To what extent did young leaders learn about PCVE, UNOCT and UN policies and programmes on PCVE?	<p>Number and % of young leaders (sex-disaggregated) who agree they learned about PCVE</p> <p>Number and % of young leaders (sex-disaggregated) who agree they learned about UNOCT and UN policies and programmes on PCVE</p> <p>Number and % of young leaders (sex-disaggregated) who agree they learned about UN policies and programmes on PCVE</p> <p>Qualitative reflections from young leaders</p>	<p>Pre-survey of young leaders</p> <p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Review of training materials</p>	Effectiveness (Results)	
Young leaders learn about and discuss the causes and impacts of violent extremism, including in their local context	To what extent did young leaders learn about and discuss the causes and impacts of violent extremism, including in their local context?	<p>Number and % of young leaders (sex-disaggregated) who agree they learned about and discussed the causes and impacts of violent extremism, including in their local context</p> <p>Qualitative reflections from young leaders</p>	<p>Pre-survey of young leaders</p> <p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Review of training materials</p>	Effectiveness (Results)	
Young leaders learn about the WPS agenda	To what extent did young leaders learn about the WPS agenda and	Number and % of young leaders (sex-disaggregated) who agree	<p>Pre-survey of young leaders</p> <p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p>	Effectiveness (Results)	

and gender and PCVE	gender and PCVE?	they learned about the WPS agenda Number and % of young leaders who agree they learned about gender and PCVE	Review of training materials	
Young leaders learn about the role they can play in PCVE	To what extent did young leaders learn about the role they can play in PCVE?	Number and % of young leaders (sex-disaggregated) who agree they learned about the role they can play in PCVE Qualitative reflections from young leaders	Immediate post-survey of young leaders Follow-up interviews with young leaders Review of training materials	Effectiveness (Results)
Young leaders learn how to design, plan, implement and report on peer engagement	To what extent did young leaders learn how to design, plan, implement and report on a workshop?	Number and % of young leaders (sex-disaggregated) who agree they learned how to design, plan, implement and report on a workshop Qualitative reflections from young leaders	Pre-survey of young leaders Immediate post-survey of young leaders Follow-up interviews with young leaders Review of training materials	Effectiveness (Results)
Young leaders learn and practice how to navigate difficult conversations	To what extent did young leaders learn and practice how to navigate difficult conversations?	Number and % of young leaders (sex-disaggregated) who agree they learned how to navigate difficult conversations Number and % of young leaders who agree they practiced navigating difficult conversations Qualitative reflections from young leaders	Pre-survey of young leaders Immediate post-survey of young leaders Follow-up interviews with young leaders Review of training materials	Effectiveness (Results)

Young leaders learn and practice applying a facilitation mindset	To what extent did young leaders learn and practice applying a coaching mindset?	<p>Number and % of young leaders (sex-disaggregated) who agree they learned how to apply a coaching mindset</p> <p>Number and % of young leaders who agree they practiced applying a coaching mindset</p> <p>Qualitative reflections from young leaders</p>	<p>Pre-survey of young leaders</p> <p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Review of training materials</p>	Effectiveness (Results)
Young leaders build their skills in self care and resilience	To what extent did young leaders build their skills in self care and resilience?	<p>Number and % of young leaders (sex-disaggregated) who agree they built their skills in self care and resilience</p> <p>Qualitative reflections from young leaders</p>	<p>Pre-survey of young leaders</p> <p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Review of training materials</p>	Effectiveness (Results)
Young leaders are empowered to engage with their peers on PCVE	To what extent were young leaders empowered to engage with their peers on PCVE?	<p>Number and % of young leaders (sex-disaggregated) who agree they were empowered to engage with their peers on PCVE</p> <p>Qualitative reflections from young leaders</p>	<p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p>	Effectiveness (Results)
Young leaders make social connections and learn from one another	To what extent did young leaders make social connections and learn from one another?	<p>Number and % of young leaders (sex-disaggregated) who agree they made social connections</p>	<p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p>	Effectiveness (Results)

			<p>Number and % of young leaders who agree they learnt from one another</p> <p>Qualitative reflections from young leaders</p>		
Enablers	YEEP adopts a Do No Harm approach	To what extent has YEEP adopted a Do No Harm approach?	<p>Qualitative reflections from young leaders</p> <p>Qualitative reflections from project team</p>	<p>Follow-up interviews with young leaders</p> <p>Debrief with project team</p>	Human rights, gender equality, disability inclusion and leaving no one behind
	YEEP is tailored to young peoples' needs	To what extent is YEEP tailored to young peoples' needs?	<p>Number and % of young leaders (sex-disaggregated) who agree YEEP was tailored to their needs</p> <p>Qualitative reflections from young leaders</p> <p>Qualitative reflections from project team</p>	<p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Debrief with pr project team</p>	Relevance
	Content is tailored to the local context	To what extent was content tailored to the local context?	<p>Number and % of young leaders (sex-disaggregated) who agree YEEP was tailored to the local context</p> <p>Qualitative reflections from young leaders</p> <p>Qualitative reflections from project team</p>	<p>Immediate post-survey of young leaders</p> <p>Follow-up interviews with young leaders</p> <p>Debrief with project team</p>	Relevance
	Young people agree to participate in YEEP	How many young people attended YEEP activities?	Number and profile of young leaders (by gender, age, location)	<p>YEEP training attendance record</p> <p>YEEP policy dialogue attendance record</p> <p>Young leaders' peer engagement records</p>	Effectiveness (Reach)

			Number and profile of peers engaged (by gender, age, location)		
Young leaders feel comfortable contributing to YEEP activities	To what extent did young leaders feel comfortable contributing to YEEP activities?	Number and % of young leaders (sex-disaggregated) who agree they felt comfortable contributing to YEEP activities Qualitative reflections from young leaders Qualitative reflections project team	Immediate post-survey of young leaders Follow-up interviews with young leaders Debrief with project team	Effectiveness (implementation)	
YEEP activities are interactive	To what extent were YEEP activities interactive?	Number and % of young leaders (sex-disaggregated)who agree the activities were interactive Qualitative reflections from young leaders Qualitative reflections from project team	Immediate post-survey of young leaders Follow-up interviews with young leaders Debrief with project team	Effectiveness (Implementation)	
There is adequate staffing to deliver YEEP activities	To what extent was there adequate staffing to deliver YEEP activities?	Qualitative reflections from project team	Debrief with project team	Effectiveness (Implementation)	
Local partnerships support recruitment and contextual information to	To what extent did local partnerships support recruitment and contextual information to	Number and profile of local partners involved Qualitative reflections from project team	YEEP partnerships record Debrief with project team	Effectiveness (Implementation)	

inform implementation	inform implementation? What have been the barriers and enablers?	Qualitative reflections from partners Identification of barriers and enablers		
Young leaders have access to peer networks	To what extent did young leaders have access to peer networks?	Number and % of young leaders (sex-disaggregated) who agree they had access to adequate peer networks for the peer engagement activities Qualitative reflections from young leaders Qualitative reflections from project team	Immediate post-survey of young leaders Follow-up interviews with young leaders Debrief with project team	Relevance
Key decision makers are willing to engage with young people via policy dialogues	To what extent were key decision makers willing to engage with young people via policy dialogues?	Number and profile of key decision makers involved Qualitative reflections from project team	YEEP policy dialogue attendance record Debrief with project team	Relevance

Annex 3: Data collection tools

Annex 3A – Survey instrument: Pre-survey of young leaders

Introduction

UNOCT is looking forward to your participation in YEEP Africa.

As part of our commitment to measure the outcomes of YEEP, we are asking you to complete this initial survey. Your answers will help us to establish a benchmark, and to understand how to best tailor YEEP to your needs.

The survey includes 10 questions and will take about 15 minutes to complete.

Please be as honest as possible in your answers. The survey is completely anonymous and **will not** ask for your name.

By clicking 'next' you are agreeing to take part in the survey.

If you have any questions about the survey, please contact:

Sidonie Roberts

Evaluation Specialist, United Nations Office of Counter-Terrorism

sidonier@unops.org

Questions

Part 1 – Unique Identifier

1.	Please provide the following information so that we can establish a 'Unique Identifier' for you. Establishing a 'Unique Identifier' is a common practice in survey research to ensure your anonymity. It allows us to match results across multiple surveys without asking for your name. We will ask you to enter this same information each time you complete a survey for us.		Open response Required
1.1	First letter of your father's first name (e.g. "M" if your father's name is Mohammed)	[Write in]	-
1.2	First letter of the town or city you were born in (e.g. "L" if you were born in Lisbon)	[Write in]	-
1.3	The calendar day you were born (e.g. "12" if you were born on 12 December 2001)	[Write in] [Number validation]	-

Part 2 – Your existing knowledge and skills

2.	Below you will find a list of some of training topics included in YEEP. For each topic, please indicate your level of prior knowledge. 0 = No knowledge and 10 = Advanced knowledge. Please be honest in your answers, there are no right or wrong answers and we do not expect you to be an expert.
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	Single response per item Required	0 – No knowledge	1	2	3	4	5	6	7	8	9	10 – Advanced knowledge	Don't know
2.1	The United Nations Youth, Peace and Security Agenda	0	1	2	3	4	5	6	7	8	9	10	99
2.2	The causes of violent extremism	0	1	2	3	4	5	6	7	8	9	10	99
2.3	The impacts of violent extremism	0	1	2	3	4	5	6	7	8	9	10	99
2.4	The intersections between gender and violent extremism	0	1	2	3	4	5	6	7	8	9	10	99
2.5	Preventing and countering violent extremism	0	1	2	3	4	5	6	7	8	9	10	99

3.	Below you will find a list of training topics included in YEEP. For each topic, please indicate your level of prior knowledge and experience. 0 = No knowledge and experience and 10 = Advanced knowledge and significant experience. Please be honest in your answers, there are no right or wrong answers and we do not expect you to be an expert.												
	Single response per item Required	0 – No knowledge and experience	1	2	3	4	5	6	7	8	9	10 – Advanced knowledge and significant experience	Don't know
3.1	Navigating difficult conversations on sensitive topics	0	1	2	3	4	5	6	7	8	9	10	99
3.2	Facilitating group sessions	0	1	2	3	4	5	6	7	8	9	10	99
3.3	Planning stakeholder engagement sessions	0	1	2	3	4	5	6	7	8	9	10	99
3.4	Reporting on stakeholder engagement sessions	0	1	2	3	4	5	6	7	8	9	10	99
3.5	Practicing self-care when dealing with sensitive topics	0	1	2	3	4	5	6	7	8	9	10	99
3.6	Policymaking	0	1	2	3	4	5	6	7	8	9	10	99
3.7	Policy analysis	0	1	2	3	4	5	6	7	8	9	10	99
3.8	Developing policy recommendations	0	1	2	3	4	5	6	7	8	9	10	99
3.9	Communicating policy recommendations	0	1	2	3	4	5	6	7	8	9	10	99

4.	What is the ONE biggest thing you hope to learn through YEEP?	Open response Not required
	[Write in]	-

5.	As you know, YEEP adopts a peer-to-peer approach to engagement, where participants learn from not only the trainers but also each other.	Open response Not required
	What strengths do you think you can contribute to YEEP? (e.g. you might have knowledge on a particular topic, or a specific skill you can share)	[Write in] -
	What do you hope to learn from other participants in YEEP?	[Write in] -

6.	Below we have listed a series of actions that young leaders in PCVE might take. For each item, please indicate your CURRENT level of confidence in completing that action. 0 = Not at all confident and 10 = Extremely confident. Please be honest in your answers, there are no right or wrong answers.												
	Single response per item Required	0 – Not at all confident	1	2	3	4	5	6	7	8	9	10 – Extremely confident	Don't know
6.1	Discussing PCVE with a range of stakeholders	0	1	2	3	4	5	6	7	8	9	10	99
6.2	Contributing to PCVE efforts within my region, nation or community	0	1	2	3	4	5	6	7	8	9	10	99

Part 3 – About you

And finally, just a couple of questions about you. Please note your responses **will not** be used to identify you in reporting.

7.	What is your gender?	Single response Required
	Woman	1
	Man	2
	Non-binary	3
	Other _____ [write in optional]	4

	I'd prefer not to say	99
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8.	What is your age?	Single response Required
	18	1
	19	2
	20	3
	21	4
	22	5
	23	6
	24	7
	25	8
	26	9
	27	10
	28	11
	29	12
	30	13
	Other _____ [write in required]	14
	I'd prefer not to say	99

9.	What country are you from?	Single response Required
	Kenya	1
	Nigeria	2
	Somalia	3
	I'd prefer not to say	99

10.	Which of the following best describes where you currently live?	Single response Required
	The capital city of the country I'm in	1
	Another major city	2

10.	Which of the following best describes where you currently live?	Single response Required
	A small town or rural area	3
	I'd prefer not to say	99

Thank you

Thank you for completing this survey. Your feedback will help to improve our programmes in future.

You may now close the survey window.

If you have any questions about the survey, please contact:

Sidonie Roberts, Evaluation Specialist, United Nations Office of Counter-Terrorism at sidonier@unops.org

Annex 3B – Survey instrument: Immediate post-survey of young leaders

Introduction

We want to hear your thoughts about the Youth Engagement and Empowerment Programme (YEEP).

This survey includes **18** questions and will take about **15** minutes to complete.

Your feedback will help us improve our programmes in future, so we encourage you to take your time and to be as honest as you can.

We may use your feedback in our reporting, however we **will not** use your name. The survey **will not** ask for your name.

The survey is completely voluntary. You can stop at any time.

By clicking 'next' you are agreeing to take part in the survey.

If you have any questions about the survey, please contact:

Sidonie Roberts

Evaluation Specialist, United Nations Office of Counter-Terrorism

sidonier@unops.org

Questions

Part 1 – Unique Identifier

1.	Please provide the following information so that we can establish a 'Unique Identifier' for you. Establishing a 'Unique Identifier' is a common practice in survey research to ensure your anonymity. It allows us to match results across multiple surveys without asking for your name. Please enter the same information as you did for the initial survey.		Open response Required
1.1	First letter of your father's first name (e.g. "M" if your father's name is Mohammed)	[Write in]	-
1.2	First letter of the town or city you were born in (e.g. "L" if you were born in Lisbon)	[Write in]	-
1.3	The calendar day you were born (e.g. "12" if you were born on 12 December 2001)	[Write in] [Number validation]	-

Part 2 – Online & in-person Training

2.	Below are some statements about the online training you attended in MM YYYY. Please indicate whether you agree or disagree with each statement by selecting one option below.						
	Single response per item Required	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
2.1	YEEP staff were good to work with	1	2	3	4	5	99
2.2	The Google Classroom platform was easy to use	1	2	3	4	5	99
2.3	I was able to participate in discussions	1	2	3	4	5	99
2.4	I was able to ask questions	1	2	3	4	5	99
2.5	The focus of the training was relevant for me	1	2	3	4	5	99
2.6	The pace of the training was right for me	1	2	3	4	5	99
2.7	The difficulty level of the training was right for me	1	2	3	4	5	99
2.8	The duration of the training suited me	1	2	3	4	5	99
2.9	The time commitment required aligned with my expectations	1	2	3	4	5	99
2.10	I learned something new from the other participants	1	2	3	4	5	99
2.11	I met new people	1	2	3	4	5	99
2.12	[If 2.10 = 1 or 2] I believe I will remain in contact with some of these people over the next 12 months	1	2	3	4	5	99

3.	[If 2.6 = 4 or 5] How could we improve the pace of the training?	Single response Required
	Make it slower	1
	Make it faster	2

4.	[If 2.7 = 4 or 5] How could we improve the difficulty level of the training?	Single response Required
	Make it easier	1
	Make it more challenging	2

5.	[If 2.8 = 4 or 5] How could we improve the duration of the training?	Single response Required
	Make it shorter	1
	Make it longer	2

Part 3 – Your current knowledge and skills

6.	Below you will find a list of some of training topics included in YEEP. For each topic, please indicate your CURRENT level of knowledge. 0 = No knowledge and 10 = Advanced knowledge. Please be honest in your answers, there are no right or wrong answers.												
	Single response per item Required	0 – No knowledge	1	2	3	4	5	6	7	8	9	10 – Advanced knowledge	Don't know
6.1	The United Nations Youth, Peace and Security Agenda	0	1	2	3	4	5	6	7	8	9	10	99
6.2	The causes of violent extremism	0	1	2	3	4	5	6	7	8	9	10	99
6.3	The impacts of violent extremism	0	1	2	3	4	5	6	7	8	9	10	99
6.4	The intersections between gender and violent extremism	0	1	2	3	4	5	6	7	8	9	10	99
6.5	Preventing and countering violent extremism	0	1	2	3	4	5	6	7	8	9	10	99

7.	Below you will find a list of training topics included in YEEP. For each topic, please indicate your level of CURRENT knowledge and experience. 0 = No knowledge and experience and 10 = Advanced knowledge and significant experience. Please be honest in your answers, there are no right or wrong answers.												
	Single response per item Required	0 – No knowledge and experience	1	2	3	4	5	6	7	8	9	10 – Advanced knowledge and significant experience	Don't know
7.1	Navigating difficult conversations on sensitive topics	0	1	2	3	4	5	6	7	8	9	10	99
7.2	Facilitating group sessions	0	1	2	3	4	5	6	7	8	9	10	99
7.3	Planning stakeholder engagement sessions	0	1	2	3	4	5	6	7	8	9	10	99
7.4	Reporting on stakeholder engagement sessions	0	1	2	3	4	5	6	7	8	9	10	99
7.5	Practicing self-care when dealing with sensitive topics	0	1	2	3	4	5	6	7	8	9	10	99
7.6	Polymaking	0	1	2	3	4	5	6	7	8	9	10	99
7.7	Policy analysis	0	1	2	3	4	5	6	7	8	9	10	99
7.8	Developing policy recommendations	0	1	2	3	4	5	6	7	8	9	10	99
7.9	Communicating policy recommendations	0	1	2	3	4	5	6	7	8	9	10	99

8.	What is the ONE biggest thing you learned through YEEP? If you'd like to share more than one learning you are welcome to do so. Focus on the learnings that resonated MOST with you.	Open response Not required
	[Write in]	-

9.	Below we have listed a series of actions that young leaders in PCVE might take. For each item, please indicate your CURRENT level of confidence in completing that action. 0 = Not at all confident and 10 = Extremely confident. Please be honest in your answers, there are no right or wrong answers.												
	Single response per item Required	0 – Not at all confident	1	2	3	4	5	6	7	8	9	10 – Extremely confident	Don't know
9.1	Discussing PCVE with a range of stakeholders	0	1	2	3	4	5	6	7	8	9	10	99

9.2	Contributing to PCVE efforts within my region, nation or community	0	1	2	3	4	5	6	7	8	9	10	99
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Part 4 – Peer Engagement

10.	Below are some statements about the peer engagement session/s you delivered. Please indicate whether you agree or disagree with each statement by selecting one option below.						
	Single response per item Required	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
10.1	I felt well-prepared for my peer engagement session/s	1	2	3	4	5	99
10.2	My peer engagement session/s provided me with valuable inputs for the Policy Dialogue Event	1	2	3	4	5	99
10.3	I learned something new from my peers	1	2	3	4	5	99

11.	Take a moment to reflect back on your peer engagement session/s. What (if anything) did you learn from the experience?	Open response Not required
	[Write in]	1

12.	What do you think you did well as the facilitator? Why do you say that?	Open response Not required
	[Write in]	1

13.	What (if anything) would you do differently next time?	Open response Not required
	[Write in]	1

Part 5 – National YEEP Policy Dialogue Event

14.1	Did you attend the National YEEP Policy Dialogue Event in XX in MM YYYY?	Single response per item Required
	Yes	1
	No	2

14.2	Below are some statements about the National Policy Dialogue Event you attended in MM YYYY. Please indicate whether you agree or disagree with each statement by selecting one option below.						
	Single response per item Required	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
14.1	I was able to prepare policy recommendations for the key decision makers	1	2	3	4	5	99
14.2	I was able to share my policy recommendations with the key decision makers	1	2	3	4	5	99
14.3	I felt listened to by the key decision makers	1	2	3	4	5	99
14.4	I was able to establish new contacts with key decision makers	1	2	3	4	5	99
14.5	I was able to plan for my future engagement in PCVE	1	2	3	4	5	99

Part 6 – About you

And finally, just a couple of questions about you. Please note your responses **will not** be used to identify you in reporting.

15.	What is your gender?	Single response Required
	Woman	1
	Man	2
	Non-binary	3
	Other _____ [write in optional]	4
	I'd prefer not to say	99

16.	What is your age?	Single response Required
	18	1
	19	2
	20	3
	21	4
	22	5
	23	6
	24	7
	25	8
	26	9
	27	10
	28	11
	29	12
	30	13
	Other _____ [write in required]	14
	I'd prefer not to say	99

17.	What country are you from?	Single response Required
	Kenya	1
	Nigeria	2
	Somalia	3
	I'd prefer not to say	99

18.	Which of the following best describes where you currently live?	Single response Required
	The capital city of the country I'm in	1
	Another major city	2

18.	Which of the following best describes where you currently live?	Single response Required
	A small town or rural area	3
	I'd prefer not to say	99

Thank you

Thank you for completing this survey. Your feedback will help to improve our programmes in future.

You may now close the survey window.

If you have any questions about the survey, please contact:

Sidonie Roberts, Evaluation Specialist, United Nations Office of Counter-Terrorism at sidonier@unops.org

Annex 3C – Survey instrument: Follow-up post-survey of young leaders

Introduction

We want to hear your thoughts about the Youth Engagement and Empowerment Programme (YEEP), now that it has been a few months since your participation.

This survey includes 19 questions and will take about 15 minutes to complete.

Your feedback will help us improve our programmes in future, so we encourage you to take your time and to be as honest as you can.

We may use your feedback in our reporting, however we **will not** use your name. The survey **will not** ask for your name.

The survey is completely voluntary. You can skip any questions you don't want to answer and can stop at any time.

By clicking 'next' you are agreeing to take part in the survey.

If you have any questions about the survey, please contact:

Sidonie Roberts

Evaluation Specialist, United Nations Office of Counter Terrorism

sidonier@unops.org

Questions

Part 1 – Unique Identifier

1.	Please provide the following information so that we can establish a 'Unique Identifier' for you. Establishing a 'Unique Identifier' is a common practice in survey research to ensure your anonymity. It allows us to match results across multiple surveys without asking for your name. Please enter the same information as you did for the pre-survey.	Open response Required
1.1	First letter of your father's first name (e.g. "M" if your father's name is Mohammed)	[Write in] -
1.2	First letter of the town or city you were born in (e.g. "L" if you were born in Lisbon)	[Write in] -
1.3	The calendar day you were born (e.g. "12" if you were born on 12 December 2001)	[Write in] [Number validation] -

2.	Before YEEP, had you been involved in PCVE efforts in some way? For example, contributing to activities delivered as part of your organisation or being part of an existing PCVE youth initiative.	Single response Required
	Yes	1

	No	2
	Don't know	3

Part 2 – Regional YEEP Policy Dialogue Event

3.1	Did you attend the Regional YEEP Policy Dialogue Event in XX in MM YYYY?	Single response per item Required
	Yes	1
	No	2

3.2	Below are some statements about the Regional Policy Dialogue Event you attended in XX in MM YYYY. Please indicate whether you agree or disagree with each statement by selecting one option below.						
	Single response per item Required	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
3.1	I was able to prepare policy recommendations for the key decision makers	1	2	3	4	5	99
3.2	I was able to share my policy recommendations with the key decision makers	1	2	3	4	5	99
3.3	I felt listened to by the key decision makers	1	2	3	4	5	99
3.4	I was able to establish new contacts with key decision makers	1	2	3	4	5	99
3.5	I was able to plan for my future engagement in PCVE	1	2	3	4	5	99

4.	What learnings (if any) will you take from the Regional Policy Dialogue Event and into your future engagement in PCVE?	Open response Not required
	[Write in]	1

Part 3 – Ongoing connections with your fellow YEEP alumni

5.	<p>Below are some statements about YEEP. Please indicate whether you agree or disagree with each statement by selecting one option below.</p> <p>Please note by “YEEP alumni” we mean any young person who has completed YEEP.</p>						
	<p>Single response per item</p> <p>Required</p>	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
5.1	During YEEP I met new people	1	2	3	4	5	99
5.2	<p>[If 4.1 = 1 or 2]</p> <p>Since YEEP ended I have remained in contact with at least one YEEP alumni</p>	1	2	3	4	5	99

6.	<p>[If 4.2 = 1 or 2]</p> <p>How many YEEP alumni have you remained in contact with?</p> <p>Please note by “YEEP alumni” we mean any young person who has completed YEEP.</p> <p>By “remained in contact” we mean meaningful one-to-one contact, such as meeting up (in person or virtually) or discussing potential collaboration in future (via text or verbally).</p> <p>Please note that remaining in the ‘UNOCT YEEP S&SE Asia’ WhatsApp Group alone would <u>not</u> qualify as “remained in contact” for this question.</p>	<p>Single response</p> <p>Not required</p>
	0	1
	1	2
	2	3
	3	4
	4	5
	5	6
	6	7
	7	8
	8	9
	9	10
	10	11
	11	12

	12	13
	13	14
	14	15
	15	16
	16	17
	17	18
	18	19
	19	20
	20	21
	21	22
	22	23
	Don't know/Not sure	99

7.	<p>[If 5 = 2 - 23]</p> <p>What (if any) collaborations have you been discussing or delivering with your fellow YEEP alumni?</p> <p>Please provide as many details as you can so that your description makes sense to an outside audience.</p>	<p>Open response</p> <p>Not required</p>
	[Write in]	1

Part 4 – Personal development as a result of YEEP

8.	<p>Below are some statements about YEEP. Please indicate whether you agree or disagree with each statement by selecting one option below.</p> <p>Since YEEP ended...</p>						
	Single response per item Required	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
8.1	Discussing PCVE with a range of stakeholders	0	1	2	3	4	5
8.2	Contributing to PCVE efforts within my region, nation or community	0	1	2	3	4	5
8.3	I have discussed PCVE more with others (e.g. friends, family, peers, colleagues)	1	2	3	4	5	99

8.4	I have felt empowered to contribute to PCVE efforts	1	2	3	4	5	99
8.5	[If Q1 = 1] I have changed the way I approach my existing PCVE work	1	2	3	4	5	99
8.6	[If Q1 = 1 or 2] I have contributed to a new PCVE initiative/s	1	2	3	4	5	99
8.7	I have had follow-up engagement with at least one of the key decision makers at the Policy Dialogue End Event	1	2	3	4	5	99

9.	[If Q7.2 = 1 or 2] With whom have you discussed PCVE and in what context?	Open response Not required
	[Write in]	1

10.	[If Q7.4 = 1 or 2] How have you changed the way you approach your existing PCVE work? Please outline the specific learnings you took from YEEP and how they have influenced your approach.	Open response Not required
	[Write in]	1

11.	[If Q7.5 = 1 or 2] What new PCVE initiative/s have you contributed to since YEEP? Please summarise the initiative/s and who is involved, so that your description makes sense to an outside audience.	Open response Not required
	[Write in]	1

12.	[If Q7.6 = 1 or 2] Which of the key decision makers have you had follow-up engagement with and what has this looked like? Please name the person and organisation (if you feel comfortable) and describe the nature of your engagement (e.g. we have exchanged emails about a potential initiative, we have had a phone call, we have had a meeting).	Open response Not required
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	[Write in]	1
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Part 5 – Final reflections

13.	Reflecting back on YEEP now that it has been a few months, what did you like most about the Programme? Please provide as many insights as you can about the online training, the peer engagement component and the Policy Dialogue Event.	Open response Not required
	[Write in]	1

14.	How (if at all) have you incorporated what you learned into your everyday life?	Open response Not required
	[Write in]	1

15.	How do you think YEEP could be improved? Please provide as many suggestions as you can – your feedback will be used to make the experience better for future participants.	Open response Not required
	[Write in]	1

Part 6 – About you

And finally, just a couple of questions about you. Please note your responses **will not** be used to identify you in reporting.

16.	What is your gender?	Single response Required
	Woman	1
	Man	2
	Non-binary	3
	Other _____ [write in optional]	4
	I'd prefer not to say	99

17.	What is your age?	Single response Required
-----	-------------------	---------------------------------

	18	1
	19	2
	20	3
	21	4
	22	5
	23	6
	24	7
	25	8
	26	9
	27	10
	28	11
	29	12
	30	13
	Other _____ [write in required]	14
	I'd prefer not to say	99

18.	What country are you from?	Single response Required
	Kenya	1
	Nigeria	2
	Somalia	3
	I'd prefer not to say	99

19.	Which of the following best describes where you currently live?	Single response Required
	The capital city of the country I'm in	1
	Another major city	2
	A small town or rural area	3
	I'd prefer not to say	99

Thank you

Thank you for completing this survey. Your feedback will help to improve our programmes in future.

You may now close the survey window.

If you have any questions about the survey, please contact:

Sidonie Roberts, Evaluation Specialist, United Nations Office of Counter Terrorism at sidonier@unops.org

Annex 3D – Discussion guide: Follow-up interviews with young leaders

Notes for interview facilitator

- This is a semi-structured discussion guide
- It includes key topics and prompts, which can be tailored to the individual being interviewed and the interview context
- Please make sure to ask for participant consent to record, and to confirm consent ON TAPE so there is a record of consent

Introduction

Thank you for taking the time to speak with us today. My name is [the name of the interviewer] and I support UNOCT with evaluation, including making sure we collect feedback from people who have participated in our programmes.

The purpose of this interview is to hear about your experience of YEEP, and to understand how YEEP has potentially impacted your daily life.

I'll be asking a series of questions, and I would like you to be as honest as possible because this interview is all about hearing *your* perspective on YEEP. There are no right or wrong answers.

We will use your feedback to help communicate about what we do to others, and to help improve YEEP in future.

We've booked one hour for this interview, is that still ok for you?

Do you have any questions before we begin?

I'd like to record our conversation so that I can focus on talking to you rather than taking notes. The recording won't be shared with anyone outside our team, however we might use some quotes from what you say in our reporting. If we do use a quote we won't use your name.

Can I confirm that you consent to be recorded?

<Turn on tape and re-confirm consent to record ON TAPE by saying "Confirming for the tape that [insert name] has consented to be recorded">

Questions

Introduction

1. To start off, could you please introduce yourself and explain how you first found out about YEEP?
2. What were the main reasons you decided to take part?

Overall programme

3. I am going to ask some specific questions about each element of YEEP later in this interview (the online and in-person training, the peer engagement and the national and regional policy dialogues), but first I would like to know, what was your overall impression of the programme?

Prompts:

- Focus – What did you think of the focus on the programme (empowering young people to be more involved in PCVE)? To what extent was it relevant to you and your local context?
- Duration – What did you think about the duration of the programme? To what extent did it align with your expectations?

- Staff – How was your experience with the YEEP coaches? To what extent did you find them to be knowledgeable, supportive, engaging?
- Structure – What did you think about the structure of the programme i.e. online training, peer engagement and policy dialogue? Anything you would suggest we do differently?

Training

Now I would like to ask some more questions about the training element of YEEP.

4. What topics did you find the most useful or interesting?

- | | |
|---|--------------------------------|
| • The United Nations Youth, Peace and Security Agenda | • Difficult conversations |
| • UNOCT and UN policies and programmes on PCVE | • Coaching mindset |
| • The causes and impacts of violent extremism | • Self-care and resilience |
| • What is PCVE | • Designing peer engagement |
| • Gender and PCVE | • Planning for peer engagement |
| • Young people and PCVE | • Implementing peer engagement |
| • Policy data analysis | • Data collection |
| | • Reporting on peer engagement |

5. What topics did you find less useful or interesting?

6. To what extent was the training content new to you? Relevant to your work? How so?

7. What did you think about the Google Classroom platform?

8. Is there anything you think we could do differently to make the training better in future?

Peer Engagement

Now I would like to ask some questions about the peer engagement part of the programme.

9. How prepared did you feel going into peer engagement session(s)?

10. Can you tell me about your overall experience conducting the peer engagement?

11. To what extent were you able to share your learnings from the online training with your peers?

12. How confident did you feel discussing PCVE with your peers?

13. What (if any) was like to navigate difficult conversations for you?

14. Did you have a chance to use coaching mindset?

15. How important do you think self-care and resilience are?

16. How could we have helped you feel more prepared?

Policy Dialogues

Now I would like to ask some questions about the Policy Dialogue part of the programme. There was national policy dialogue in MM YYYY and regional policy dialogue in MM YYYY.

17. Were you able to attend either of them or both?

National policy dialogue

18. Can you tell me about your overall experience of the national policy dialogue end event?
19. To what extent did you feel the decision makers listened to what you had to say?
20. Do you have any indications that they have or will take on board what was presented?
21. How prepared did you feel going into the Policy Dialogue End Event?

Prompts:

- Analysing the themes from the peer engagement
- Formulating policy recommendations
- Communicating policy recommendations

22. How could we have helped you feel more prepared?

Regional policy dialogue

23. Can you tell me about your overall experience of the regional policy dialogue event?
24. To what extent did you feel the decision makers listened to what you had to say?
25. Do you have any indications that they have or will take on board what was presented?
26. Have you kept in touch with any of the decision makers present? Who and how so?
27. How prepared did you feel going into the Policy Dialogue End Event compared to going into National policy dialogue end event?
28. How could we have helped you feel more prepared?

Whole Programme

I'd now like to ask some final questions about YEEP as a whole.

29. What (if anything) has changed for you as a result of YEEP? What (if any) learnings have you incorporated into your work?
30. To what extent do you feel more confident discussing PCVE as a result of YEEP?
31. Who (if anyone) have you discussed PCVE with since YEEP? (Prompt for: friends, family, colleagues, peers)
32. Before YEEP were you involved in any PCVE initiatives?
33. Have you gotten involved in any PCVE initiatives since YEEP? Would this have happened had you not participated in YEEP?
34. To what extent do you feel more empowered to contribute to PCVE initiatives as a result of YEEP?
35. Have you kept in touch with any other YEEP alumni? What (if any) potential collaborations have you discussed with them?
36. Overall, what did you enjoy most about YEEP?
37. If you had the chance to re-design YEEP, what would you change to make it better?
38. Any final comments?

Conclusion

Thank you for participating in this interview. Your feedback will help to improve YEEP in the future.

Annex 3E – Survey instrument: Immediate post-survey of peers

Introduction

We want to hear your thoughts about the peer engagement activity you recently took part in, in which you shared your thoughts and opinions about violent extremism in your context.

This activity forms part of the Youth Engagement and Empowerment Programme (YEEP), run by the United Nations Office of Counter-Terrorism (UNOCT).

Your feedback will help us improve our programmes in future.

This short survey includes 8 questions and will only take 5 minutes to complete.

Your feedback will be kept anonymous. We may use your feedback in our reporting, however we will not use your name. The survey will not ask for your name.

If you have any questions about the survey, please contact:

Sidonie Roberts

Evaluation Specialist, UNOCT

sidonier@unops.org

Questions

Part 1 – Basic information

1.	Whose peer engagement activity are you attending?	Single response Required
	Add names per country	1
	Add names per country	2
	Add names per country	3
	Add names per country	4
	Add names per country	5
	Add names per country	6
	Add names per country	7
	Add names per country	8
	Add names per country	9
	Add names per country	10

2.	What kind of peer engagement activity/ies did you attend?	Single response Required
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	Group activity/ies	1
	One-on-one activity/ies (just me and the facilitator)	2
	Both	3

3.	Did you attend...	Single response Required
	Online or over the phone	1
	In person	2
	Both	3

Part 2 – Your feedback

4.	Below are some statements about the peer engagement activity you attended. Please indicate whether you agree or disagree with each statement by selecting one option below.						
	Single response per item Required	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
4.1	The topic was interesting	1	2	3	4	5	99
4.2	The facilitator/s were engaging	1	2	3	4	5	99
4.3	The facilitator/s created a safe space for me to share my thoughts	1	2	3	4	5	99
4.4	I was able to share my knowledge and experience	1	2	3	4	5	99
4.5	[Only show if Q2 = 1 or 3] Other participants had valuable knowledge and experience to share	1	2	3	4	5	99
4.6	[Only show if Q2 = 1 or 3]	1	2	3	4	5	99

	I was able to meet new people						
4.7	[Only show if Q2 = 1 or 3] I was able to connect with people I already knew	1	2	3	4	5	99
4.8	My perspective changed after attending the activity	1	2	3	4	5	99
4.9	I learned something new about preventing and countering violent extremism (PCVE)	1	2	3	4	5	99

5.	[Only show if Q4.8 = 1 or 2] In what way/s did your perspective change?	Open response
		Not required
	[Write in]	

6.	[Only show if Q4.9 = 1 or 2] What is the ONE biggest thing you learned?	Open response
		Not required
	[Write in]	

7.	What did you like the most about the peer engagement activity?	Open response
		Not required
	[Write in]	

8.	How could the peer engagement activity be improved? Please provide as many suggestions as you can. Your feedback will be used to make the experience better for future participants.	Open response
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		Not required
	[Write in]	

Part 3 – About you

And now, just a couple of questions about you. Please note your responses will not be used to identify you in reporting.

9.	What is your gender?	Single response Required
	Woman	1
	Man	2
	Non-binary	3
	Other _____ [write in optional]	4
	I'd prefer not to say	99

10.	What is your age?	Single response Required
	18	1
	19	2
	20	3
	21	4
	22	5
	23	6
	24	7
	25	8
	26	9
	27	10
	28	11
	29	12

	30	13
	Other _____ [write in required]	14
	I'd prefer not to say	99

Thank you

Thank you for completing this survey. Your feedback will help to improve our programmes.

You may now close the survey window.

If you have any questions about the survey, please contact:

Sidonie Roberts

Evaluation Specialist, UNOCT

sidonier@unops.org

Annex 3F – Discussion Guide: Interviews with Key Decision Makers

Notes for interview facilitator

- This is a semi-structured discussion guide
- It includes key topics and prompts, which can be tailored to the individual being interviewed and the interview context
- Please make sure to ask for participant consent to record, and to confirm consent ON TAPE so there is a record of consent

Introduction

Thank you for taking the time to speak with us today. My name is [the name of the interviewer] and I support UNOCT with evaluation, including making sure we collect feedback from people who have participated in our programmes.

The purpose of this interview is to hear about your experience of YEEP, in particular the policy dialogue/s you attended in [insert relevant dates].

I'll be asking a series of questions, and I would like you to be as honest as possible. We will use your feedback to improve YEEP in future.

We've booked one hour for this interview, is that still ok for you?

Do you have any questions before we begin?

I'd like to record our conversation so that I can focus on talking to you rather than taking notes. The recording won't be shared with anyone outside our team, however we might use some quotes from what you say in our reporting. If we do use a quote we won't use your name.

Can I confirm that you consent to be recorded?

<Turn on tape and re-confirm consent to record ON TAPE by saying "Confirming for the tape that [insert name] has consented to be recorded">

Questions

Introduction

1. To start off, could you please introduce yourself?
2. What role did you play in YEEP?

Prompts

- Policy dialogue participation only
 - Broader role e.g. support with application and selection of young leaders, support with after-project activities
3. How did you find out about YEEP?
 4. What were the main reasons you decided to take part?
 5. Prior to YEEP, had you been involved in any youth engagement initiatives?
 6. What is your overall impression of YEEP?

7. What did you think of the focus on the programme (empowering young people to be more involved in PCVE)? To what extent was it relevant to your work? To what extent does it align with your organisation's priorities? With government priorities?

1. Prompts:

- Policies and strategies on PCVE and civil society/youth engagement

8. How was your experience dealing with the UNOCT project team?

Application and selection process

I would like to ask some questions about the application and selection process you were involved in.

9. How well do you think this process was structured?
10. To what extent were you satisfied with the selection of young leaders?
11. How could the process be improved in future?

Policy Dialogues

I would like to ask some detailed questions about the policy dialogue/s you attended. There was national policy dialogue in MM YYYY and regional policy dialogue in MM YYYY.

12. Were you able to attend either of them or both?

National policy dialogue

13. Can you tell me about your overall experience of the national policy dialogue?
14. What did you think of the event organisation? What worked well? What could be done differently?

Prompts:

- Structure of the event
- Facilitation by UNOCT

15. How prepared did you think the young leaders were to deliver their policy recommendations?
16. To what extent was the event useful for you or your organisation? What has your organisation gained?
17. Have you considered any of the policy recommendations further?
18. Have you taken on board any of the policy recommendations?
19. To what extent do you think human rights and gender aspects were integrated into the policy dialogue? Do you have any suggestions for strengthening the mainstreaming of these issues?

Regional policy dialogue

20. Can you tell me about your overall experience of the regional policy dialogue?
21. What did you think of the event organisation? What worked well? What could be done differently?

Prompts:

- Structure of the event
- Facilitation by UNOCT

22. How prepared did you think the young leaders were to deliver their policy recommendations?
23. To what extent was the event useful for you or your organisation? What has your organisation gained?
24. Have you considered any of the policy recommendations further?
25. Have you taken on board any of the policy recommendations?

26. To what extent do you think human rights and gender aspects were integrated into the policy dialogue? Do you have any suggestions for strengthening the mainstreaming of these issues?

Wrap up

27. Did you meet anyone new from civil society and/or government?

28. Have you remained in contact with any of the young leaders present during the policy dialogue/s? If so, in what capacity?

29. Are you aware of any sustained outcomes beyond the project?

30. Any final comments?

Conclusion

Thank you for participating in this interview. Your feedback will help to improve YEEP in the future.

Annex 3G – Agenda: Debrief with the project team

Timing		Item	Detail
8.00 – 8.15	15 mins	Opening	<ul style="list-style-type: none"> Welcome Purpose of the Workshop Recap of the Evaluation Plan
8.15 – 8.45	30 mins	Feedback from beneficiaries	<ul style="list-style-type: none"> Presentation of feedback highlights
8.45 – 10.15	90 mins		<ul style="list-style-type: none"> What do these results tell us? What factors enabled success? What were the barriers to success?
10.15 – 10.30	15 mins	Break	
10.30– 11.30	60 mins	Human rights, gender equality, leaving no one behind and disability inclusion	<ul style="list-style-type: none"> How did we incorporate gender considerations into the design and implementation of our activities? How did we incorporate human rights considerations into the design and implementation of our activities? How did we incorporate leaving no one behind and disability inclusion considerations into the design and implementation of our activities?
11.30 – 12.00	30 mins	Wrap up	<ul style="list-style-type: none"> What worked well that we want to keep doing? What would we change next time to improve the project?

Annex 3H – Discussion guide: interviews with UNCCT senior leaders

Notes for interview facilitator

- This is a semi-structured discussion guide
- It includes key topics and prompts, which can be tailored to the individual being interviewed and the interview context
- Please make sure to ask for participant consent to record, and to confirm consent ON TAPE so there is a record of consent

Introduction

Thank you for taking the time to speak with us today. My name is [the name of the interviewer] and I support UNOCT with evaluation.

The purpose of this interview is to hear about your perspectives on YEEP.

I'll be asking a series of questions, and I would like you to be as honest as possible. We will use your feedback to improve YEEP in future.

We've booked 30 minutes for this interview, is that still ok for you?

Do you have any questions before we begin?

I'd like to record our conversation so that I can focus on talking to you rather than taking notes. The recording won't be shared with anyone outside our team, however we might use some quotes from what you say in our reporting. If we do use a quote we won't use your name.

Can I confirm that you consent to be recorded?

<Turn on tape and re-confirm consent to record ON TAPE by saying "Confirming for the tape that [insert name] has consented to be recorded">

Questions

As you know, YEEP aims to empower young people to become more involved in PCVE efforts. It includes training of young leaders, youth-led peer-to-peer engagement, and policy dialogues between young people and key decision makers.

1. From your perspective, how aligned is the project to the UN's mission?

Prompts:

- Sustainable Development Goals (SDGs)
- United Nations Global Counter-Terrorism Strategy
- Youth Peace and Security Agenda (YPS)

2. From your perspective, how aligned is the project to UNOCT's mandate and organizational goals specifically?

Prompts:

- UNOCT Strategic Plan and Results Framework (SPRF)
- Global Programme on PCVE

3. If you could redesign YEEP, what (if anything) would you change?

Conclusion

Thank you for participating in this interview. Your feedback will help to improve YEEP in the future.

Annex 3J – Discussion guide: interviews with donor representatives and UNOCT's Resource Mobilization and Donor Relations Section (RMDRS)

Notes for interview facilitator

- This is a semi-structured discussion guide
- It includes key topics and prompts, which can be tailored to the individual being interviewed and the interview context
- Please make sure to ask for participant consent to record, and to confirm consent ON TAPE so there is a record of consent

Introduction

Thank you for taking the time to speak with us today. My name is [the name of the interviewer] and I support UNOCT with evaluation.

The purpose of this interview is to hear about your perspectives on YEEP.

I'll be asking a series of questions, and I would like you to be as honest as possible. We will use your feedback to improve YEEP in future.

We've booked 30 minutes for this interview, is that still ok for you?

Do you have any questions before we begin?

I'd like to record our conversation so that I can focus on talking to you rather than taking notes. The recording won't be shared with anyone outside our team, however we might use some quotes from what you say in our reporting. If we do use a quote we won't use your name.

Can I confirm that you consent to be recorded?

<Turn on tape and re-confirm consent to record ON TAPE by saying "Confirming for the tape that [insert name] has consented to be recorded">

Questions

As you know, YEEP aims to empower young people to become more involved in PCVE efforts. It includes training of young leaders, youth-led peer-to-peer engagement, and policy dialogues between young people and key decision makers.

1. From your perspective, how aligned is the project to UNPDF's Guidelines for the Secretary-General's Peace and Security Sub-Fund?

Prompts:

- Priority Areas
- Guiding Principles

2. From your perspective, how aligned is the project to the Government of China's priorities?

Prompts:

- Thematic interests: PCVE, youth
- Geographic interests: Kenya, Nigeria, Somalia

3. [For donor only] Can you tell me about your experience of coordinating with UNOCT regarding this project? What worked well? What could be improved?
4. If you could redesign YEEP, what (if anything) would you change?

Conclusion

Thank you for participating in this interview. Your feedback will help to improve YEEP in the future.

Annex 4: Documents reviewed

Category	Documents
Project-related documents	<ul style="list-style-type: none"> • Global Programme on PCVE Logic Model • Project document • Project M&E Plan • Annual reports submitted by the project team to UNPDF • Existing project data (attendance records, survey data, interview transcripts, opportunities list)
Policy and contextual documents	<ul style="list-style-type: none"> • UN SDGs • UN GCTS (A/RES/60/288) (20 September 2006) • Eight review of the UN GCTS (A/RES/77/298) (22 June 2023) • UNOCT SPRF 2022-2025 (2022) • UNOCT Gender Mainstreaming Policy (2022) • United Nations, <i>Youth, peace and security: a guide</i> [online] accessed at: https://www.un.org/en/peace-and-security/youth-peace-and-security-guide, [no date] • Government of Nigeria, Policy Framework and National Action Plan for Preventing and Countering Violent Extremism: Partnering for Safer and Resilient Communities (August 2017) • United Nations, <i>UN condemns deadly suicide attack on Somalia beach</i> [online], accessed at: https://news.un.org/en/story/2024/08/1152806, 3 August 2024
Evaluation guidance documents	<ul style="list-style-type: none"> • UNOCT Evaluation Handbook, quality assurance checklist and templates (2023) • UNOCT Evaluation Policy (2021) • UN Learn Better, Together: Independent Meta-Synthesis Under the Global Counter-Terrorism Strategy (2021) • UNEG Norms and Standards for Evaluation (2016) • UNEG Ethical Guidelines for Evaluation and Pledge of Ethical Conduct (2020) • UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2024) • UNEG Guidance on Integrating Disability Inclusion in Evaluations (2022)



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