

Final Evaluation

2015

Youth Engagement to Promote Stability



USAID
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Search for
Common Ground

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Acronyms

BR	Babadok Rebenta!
CDCS	Country Development Cooperation Strategy
CLT	Civic Leadership Training
CNJTL	National Youth Council of Timor-Leste
CRC	Community Radio Center
DAME	Democracy and Development in Action through Media and Empowerment
DME	Design, Monitoring, and Evaluation
DOSA	Discussion Oriented Self-Assessment
EC	European Commission
FGD	Focus Group Discussion
FTM	Forum Tau Matan
GoTL	Government of Timor Leste
KDD	Karau Dikur Ba Dame
KII	Key Informant Interview
MAG	Martial Arts Group
MoU	Memorandum of Understanding
PNDS	National Village Development Plan
SFCG	Search for Common Ground
SFCG-TL	Search for Common Ground in Timor-Leste
SoSYS	Secretary of State for Youth and Sports
TOR	Terms of Reference
UN	United Nations
USAID	US Agency for International Development
YR4PB	Youth Radio for Peacebuilding

Executive Summary

In 2012, Search for Common Ground in Timor-Leste (SFCG-TL) received funding from United States Agency for International Development (USAID) to implement a three year program titled Youth Engagement to Promote Stability (YEPS). The YEPS program sought to “transform the way in which youth engage with government and community leaders to promote peace and reconciliation and prevent election-related violence.” The program was designed with two “core” activity streams. The “youth core” involved youth leadership and civic engagement activities, such as civic leadership trainings, forums, and debate clubs. The “media core” focused on creating new seasons of two SFCG (Search for Common Ground) radio programs targeting youth, the radio magazine *Babadok Rebenta!* (BR) and the radio drama *Karau Dikur ba Dame*, which were broadcast on community radio stations in all thirteen districts. In addition, SFCG provided training and mentoring to build the capacity of community radio stations, and also offered art classes and reading clubs of social-change comic books to youth.

This document is the final, summative evaluation of the YEPS program. It was based on in-country qualitative research and a program document review conducted by an independent evaluator in May 2015. The final evaluation faced numerous practical and methodological challenges, such as translation, the lack of an Evaluation Manager, difficulty meeting with some targeted interviewees due to the national holiday, and a Terms of Reference (TOR) that was quite expansive in thematic scope and Lines of Inquiry. In order for the evaluation to cover a wide range of topics, the body of evidence is not highly rigorous but is nonetheless broadly informative about the successes and limitations of what the YEPS program achieved.

The YEPS program proposal was based on ambitious design language that emphasized changes in behavior and relationship for Timorese youth. If interpreted *strictly* through the lens of the logic framework’s goal, objectives, and results, the project appears limited in its successes. For example, the project did not improve engagement between youth and government leaders outside of the context of the YEPS forum activities, improve sector-wide coordination on youth issues between peacebuilding actors, or instill youth with a keen understanding of their rights and responsibilities as citizens and social stakeholders- all of which were stated as intended program results in the original proposal. Key reasons for this shortcoming included the following:

1. **The YEPS program design emphasized doing a wide variety of activities (civic leadership trainings, youth forums, debate clubs, reading clubs, art classes, and a listening club), all with different youth and all on a one-off basis without follow-up.** While this meant that over a thousand youth had the opportunity to participate in a YEPS activity, they were left without a clear “next-step” about how to further develop or apply their skills. The individual level changes that resulted are not likely to be sustained or utilized in Timor-Leste’s “civic space” without further assistance. Furthermore, the youth activities all had different objectives and expectations and occurred in isolation of one another, and for this reason they did not “add up” to more than isolated changes among specific youth.
2. **The community radio stations have extremely low capacity, and cannot afford to pay their volunteer journalists or purchase much-needed radio equipment and transportation.** SFCG-TL very appropriately focused most of their efforts with the radio stations on strengthening this capacity, primarily through trainings, mentoring, and providing the stations with ready-made programs, *Babadok Rebenta!* And *Karau Dikur ba Dame* (KDD), to air. Engaging youth and communities as radio listeners was not a heavy focus of the programming strategy, nor of the

final evaluation. Overall the community radio stations were highly appreciative of the assistance they received and successfully applied it in their work, there was also an *unexpected negative impact*- a very high number of SFCG-trained volunteer journalists left to get paying jobs once they had developed new media skills.

These findings should not be taken in isolation, however. A broader view of the YEPS program, the expectations of the people behind it, and **a better understanding of the Timorese context show that the project had numerous celebratory achievements**. Interviews with SFCG-TL staff and United States Agency for International Development (USAID) show that neither group saw the specific proposal language as high realistic, and that they had more grounded expectations that they used in practice to assess the YEPS programs effectiveness. These de-facto objectives and intended results were never explicitly written, but took into consideration the practical, financial, and time limitations of implementing a three-year peacebuilding project in Timor-Leste. For example, they emphasized the value of providing youth with positive and engaging extra-curricular activities and recognized that most Timorese youth have extremely limited opportunities for skill building and self-betterment. Having them coordinate joint activities with government leaders and engage meaningfully in civic dialogue is desirable but likely to occur further down the line. They also recognized the extremely low capacity of Timorese community radio stations. For this reason, SFCG-TL focused more on providing them with high quality radio programs to broadcast and on improving their skill level in basic journalism, and somewhat less on how the radio programs that result are changing the community.

Though the evaluation TOR and Lines of Inquiry that guided the evaluation process and structure this final report are written with an eye to the ambitious proposal language and objectives, the informal, “lower-level objectives” described above more accurately reflect the Timorese reality and highlight what next steps are most appropriate. **Using this analytical framework shows that the YEPS project was highly successful in a number of key areas that meaningfully contribution to national peacebuilding and development**. Notably, most of these changes took place at the individual level and in isolated circumstances, unlike the community level change and widespread individual change suggested by the YEPS proposal. For a three year project, these changes still suggest that the YEPS program activities were relevant to the needs of youth and individually effective at working toward national peacebuilding goals:

- **Youth who participated in the YEPS project, especially those engaged in the civic leadership training (CLT) and youth forums, developed new skills in leadership, problem-solving, public speaking, and conflict resolution.** They also developed greater sense of self, motivation, and positive attitudes. Youth were extremely enthusiastic and appreciative about the opportunities offered to them through YEPS and were eager for future opportunities for self-improvement. Staff and youth interviewed for the evaluation also believe that by offering youth *any* extra-curricular activity, it deters them from joining Martial Arts Groups (MAGs) and abusing drugs and alcohol.
- **Youth from the CLTs, forums, and reading clubs applied new knowledge, skills, and self-confidence to address personal disputes or other issues in their own lives.** Many, but not all of the youth from the six CLT/forum focus group discussions (FGDs) shared that they applied their new skills and confidence in problem solving to address personal disputes with friends, to become better leaders within their own youth groups, or to help their friends and neighbors. The youth from the reading clubs loved the YEPS comic books, and all of them reported sharing them with their parents, friends, and neighbors, and held their own independent discussions about the value of the comic book messages. Many of the reading club youth even took initiative to mediate local disputes about domestic violence among neighbors and relations.

- **The youth forums gave youth the opportunity to engage with government officials at the local and national level.** Most often, this was in the form of listening to government officials give speaking presentations, though a small number of youth got to ask questions during Q&A sessions. Though the eight government officials interviewed for the evaluation were divided on the degree to which they engage youth in their own work, they all viewed their participation in the forum as positive. YEPS youth participants and government officials have not yet formed independent relationships or collaboration, and similarly, not many participant youth are engaged in the “civic space” of their community through suku councils, youth councils, and other governance meetings, but positive engagement at the forums is a good first step.
- **In at least ten instances, youth from the YEPS project applied the skills they learned to help their communities.** These small, independent initiatives included starting an art class for youth, creating a seedling growing project, and training other youth in their own communities. Given the low-quality of secondary education in Timor-Leste and the scarcity of opportunities for youth to learn new skills and develop themselves, these examples show that some “superstar” youth are capable of taking a small amount of training and applying it to help others. If SFCG provides more follow-up work with youth in the future, these are the sorts of results that they can expect on a broader level.
- **Despite the high attrition rate of trained radio volunteers, those that stayed directly applied what they learned in creating new radio talk shows, which they use to highlight youth role models; bring attention to important issues in peacebuilding, governance, and development; and solve disputes among local parties on air.** Some radio stations also benefitted in terms of improved internal management and administration. All six radio stations interviewed for this evaluation believe that they are a vital information source in their communities and were highly committed to continue using their media work to bring peace to their areas. Like the youth, radio station staff are eager, appreciative, committed, directly apply what they learn, and have high absorptive capacity if future opportunities are provided to them.
- **SFCG produced two, high-quality radio programs, Babadok Rebenta and Karau Dikur ba Dame, which address issues to youth and peacebuilding, and were broadcast in 13 districts of Timor-Leste.** SFCG is proud of having made new seasons of these radio programs and sharing them with radio stations so that their messages can reach Timorese citizens everywhere.
- **SFCG is becoming a nationally-recognized leader on youth issues, and is working as part of “Team 9”, a policy revision group organized by the Secretary of State for Youth and Sport, to draft the new national youth policy and assist in developing better concept / strategy for One Gate policy to improve service coordination on youth services sectors in Timor Leste as well as an action point of the strategy related established coordination mechanism highlighted in the National Youth Policy of Timor Leste.** SFCG’s Country Director, USAID, and the Secretary of State for Youth and Sports all shared that SFCG-TL was moving into this leadership role; finding a powerful national outlet for their work encouraging youth dialogue and understanding youth priorities in the current Timorese context.

Overall, SFCG-TL should be proud of what they achieved in only three years through the YEPS program. All main program outputs have been completed, including youth activities, a radio drama, a radio news show, and various capacity building activities and trainings for partners and community radio staff. SFCG-TL is now well positioned to continue doing more programs with youth, building on the existing networks it established through the youth mapping, its partnership with the Secretary of State for Youth and Sport and its strong understanding of the needs, priorities, and aspirations of the nation’s youth. Indeed, more work is needed if the existing, individual-level changes achieved with youth and radio stations are to not only be expanded, but merely sustained. It is encouraging that all project participants,

including government officials, are willing and eager for future programs to strengthen the role of youth in Timorese society and offer them positive alternatives to violence and socially destructive behavior.

Based on the conclusions from the YEPS evaluation findings, SFCG and USAID are encouraged to adopt the following recommendations in future peacebuilding programs on youth and media:

1. Address the high turnover rate among volunteer journalists in future radio capacity building efforts.
2. Capitalize on the effectiveness of the comic books.
3. Expand future youth programming to work with youth in remote areas.
4. Design youth-oriented activities that stick to one strategy and build on each other with the same group of participants.

Country Context

Occupied by the Indonesian government from 1976-1999, the small island country of Timor-Leste, located in the South Pacific, has faced unspeakable violence, displacement, and conflict in the last several decades. The period of Indonesian rule was characterized by widespread human rights violations and forced displacement of large sections of the population, which totals 1.180 million.¹ In 1999, the United Nations facilitated an independence referendum; the Timorese voted overwhelmingly for independence with 78% in favor. The subsequent Indonesian withdrawal left the country ransacked by violence and internal division and with few functioning institutions upon which to build a new country. The subsequent years were characterized by large humanitarian and United Nations intervention to bring stability and resettlement to the Timorese people. During this time, an independent UN report found that at least 100,000 people had been killed during the period of Indonesian rule, many from the destructive rampage undertaken by the Indonesian military after independence was announced.²

From 2006-2007, Timor-Leste was rocked by an intense period of violence between a range of informal armed groups- disaffected youth, army veterans, MAGS, former revolutionaries, and local gang leaders- and police. Over 150,000 people were displaced.³ Full-scale street battles in Dili and the districts took place over four main types of issues: property disputes, gang turf competition, orchestrated violence, and revenge. An August 2008 peace treaty between two main armed groups, PSHT and 7-7, and subsequent work in the following year on land dispute mediation has brought about a formal peace and since that time period violence has abated considerably but not disappeared.⁴

Timor-Leste's wide ranging, heterogeneous, and often informal armed groups formed from the remnants of clandestine resistance groups that had formed during the time of Indonesian rule.⁵ In the decade after independence was achieved, these groups diversified and multiplied due to the infantile strength of the newly formed state and its governing institutions, as well as the various social tensions within Timorese society that they had yet to properly mediate.⁶ By 2009, fighting in both Dili and the

¹"Timor-Leste." The World Bank. Online Data page. 2013. <http://data.worldbank.org/country/timor-leste>

² "East Timor Country Profile." BBC. February 2015. <http://www.bbc.com/news/world-asia-pacific-14919009>

³ "Timor-Leste: Stability at What Cost?" Asia Report No 246. International Crisis Group. May 2013. Pg i.

⁴ "Groups, gangs, and armed violence in Timor-Leste." Timor-Leste Armed Violence Assessment (TLAVA). Issue Brief Number 2. April 2009. pg. 5

⁵ TLAVA pg. 1

⁶ Ibid.

districts had remained frequent, even affecting President Jose Ramos Horta who was shot and seriously wounded by former soldiers at his home in 2008.

Conflict in Timor-Leste is complicated. The fault lines of contemporary disputes are often local disputes rather than along lines of national identity, ethnicity, political affiliation, or religion. Indeed, the majority of conflict activity in Timor-Leste occurs between villages; conflicts that may appear to be about MAGs is instead often a communal dispute where communal leaders mobilize local youth to defend their territory.⁷ While the causes of such violence are broad ranging, they include systemic unemployment, political grievances, and predatory crime.⁸ Conflict “pull factors” are particularly salient among young male youth, who have migrated from rural areas to Dili’s urban centers in huge numbers in recent years in search of employment. As of 2009, half of young men between 20 and 24 years of age living in Dili were unemployed.⁹ Unemployment not only contributes to a loss of self-esteem among young males, but also a feeling of isolation and subordinate social status; gangs and MAGs offer such youth feelings of belonging, access to free alcohol and cigarettes, and livelihood opportunities.¹⁰ Timor-Leste’s political elite, who thrives off of informal connection to these armed groups whom they can mobilize for their own purposes, have “not always provided the (positive) alternative role models required to change community attitudes. The irresponsible use of gangs by political parties as personal security and agents provocateurs has entrenched the power of these groups and made them more attractive to impoverished youths as a source of income.”¹¹

Violence in Timor-Leste has substantially improved over the last several years. In 2008, a return process for the internally displaced was completed using cash transfers and reconciliation measures.¹² By the UN’s withdrawal of peacekeeping forces in 31 of December 2012, Timor-Leste had successfully completed two peaceful elections and street-level violence has abated. Timor-Leste’s estimated \$11.7 billion petroleum fund from the country’s newly tapped oil resources have made this transition easier, as the central government has been able to fund development projects and “buy its way into peace”; paying surrendering “petitioners” whose desertion from the army helped to spark the 2006-2007 violence, help to resettle internal refugees, and give lucrative construction contracts to potential spoilers.¹³ Still, nascent political institutions, widespread poverty, unresolved land disputes, and widespread poverty means that potential violence from Timor-Leste’s armed groups create a pressing need to offer youth meaningful opportunities for economic empowerment and political engagement.

Program Description

Search for Common Ground Timor-Leste proposed this three year project to USAID in 2012 in response for a request to extend the “Youth Radio for Peacebuilding (YR4PB)” grant and expand upon SFCG’s work through USAID on conflict mitigation and peacebuilding. In particular, the project seeks to address the problem of disaffected youth throughout the country, who have been isolated from social and

⁷ TLAVA pg. 2

⁸ TLAVA pg. 1

⁹ IRIN News. “Timor-Leste- Grappling with Youth Unemployment.” July 2009. <http://www.irinnews.org/report/85299/timor-leste-grappling-with-youth-unemploymentsr/ds/mw>

¹⁰ TLAVA pg. 1

¹¹ TLAVA pg. 3

¹² Wassel, Todd. “Timor-Leste: Links Between Peacebuilding, Conflict Prevention and Durable Solutions to Displacement.” Brookings Institution: Project on Internal Displacement. September 2014. Pg ii.

¹³ “Timor-Leste: Stability at What Cost?” pg. i

political power structures since the country's democratic transition in 2002, often turning to violent groups as a means of belonging and empowerment.

Given these challenges, the YEPS project employed a mixture of youth leadership and empowerment initiatives to educate youth about civic engagement and conflict mitigation, provide them without platforms for debate and peaceful expression, and connect them with public decision makers to advocate on issues relevant to youth and peacebuilding while promoting inclusive policy solutions. Furthermore, the project used a variety of media platforms, especially radio, to promote dialogue among youth and the general public on youth-related issues and conflict mitigation techniques. In doing so, the project expressly intended to provide information to the broader Timorese public about alternatives to violence in order to promote democracy building and national stability.

The project intended to contribute to the goal "to transform the way in which youth engage with government and community leaders to promote peace and reconciliation and prevent election-related violence." It has three main expected outcomes:

1. Foster responsible participation of youth in Timor-Leste's elections and post-elections processes.
2. Connect youth with political decision makers at a national level to explore and articulate salient issues and drivers of youth-related conflict and how to engage youth to address them.
3. Provide at-risk and disaffected youth nationwide with reliable information and specific skills to proactively address and respond to conflict related issues.

The three-year project was implemented under the leadership of the SFCG Timor-Leste and through partnerships with partners Forum Tau Matan (FTM), National Youth Council of Timor-Leste (CNJTL) and the Timor-Leste Media Development Center (TLMDC), three Timorese CSOs. These organizations were responsible for managing university debates (FTM); facilitating leadership trainings and youth forums (CNJTL); and producing the radio magazine (TLMDC). They also partnered with Arte Moris, a fine-arts school, for art classes and exhibition activities.

The primary target group of the project was youth, though many separate groups of youth were targeted by various aspects of the project. First, one group of youth across 13 districts were directly involved in Civic Leadership Trainings, and other youth (with small overlap) attended youth forums at the regional and national levels. These events also targeted government officials at both the national and local level, so that they would develop stronger relationships with the youth in their jurisdictions and have a stronger understanding of how to better serve the youth population on conflict related issues. At the university level, SFCG worked with partner organization FTM to implement three debate activities to encourage youth to develop skills in critical thinking, public speaking, and the common ground approach. Both the youth forum and the debates also include panel discussions, where government officials had the opportunity to present issues and progress of their development to student participants and receive questions and feedback. Another group of youth from across the country participated in art classes run by the partner organization Arte Moris. Yet another group participated in reading clubs, where trained youth leaders brought together a group of their peers, distributed SFCG comic books, and led discussions about the content. Finally, in the district of Ermera, one group of students formed a listening club during the youth forum, where a group of youth listened to SFCG radio programs and participated in a facilitated discussion.

Secondly, a broad audience of youth (and others) was targeted as media consumers through two radio programs: the Babadok Rebenta radio magazine and the radio drama 'Karau Dikur ba Dame (KDD). In

connection with these media activities, the project worked closely with various community radio stations through trainings, conferences, and follow up mentoring in order to strengthen their skills in writing and producing conflict sensitive journalism. Finally, the project targeted SFCG's partner organizations in order to strengthen the capacity to implement peacebuilding projects. This capacity building took the form of trainings and regular mentoring.

The theory of change for this project was two-fold. First, building on the success of the YR4PB program, the project is designed around the assumption that if Timorese youth have access to stories, messages, and news coverage of relevant issues in democracy-building, civic engagement, and conflict resolution through regular and targeted radio programming, then they will adopt more peaceful and proactive solutions to problems in their own lives and in their communities. The second is that if youth are provided with skills and knowledge in civic participation and conflict resolution, if they are given opportunities to form relationships with like-minded youth from around the country, and if they have access to public decision makers, then they will more effectively and more peacefully advocate for non-violent solutions to issues relevant to Timorese youth.

In accordance with these theories, core activities for the program included:

- **A youth mapping exercise** to identify target youth organizations and individuals to engage in the project
- **8 regional civic leadership trainings co-funded through Democracy and Development in Action through Media Empowerment (DAME)**, which brought together 240 total identified youth leaders to develop their skills in leadership and civic engagement as well as to encourage network building among participants
- **3 Civic education seminars** in youth-relevant issues for 95 students and faculty across the country at five separate universities. The education seminars were followed by **debates and panel discussions** for the seminar participants on specific topics related to civic education.
- **3 national youth forum and 4 regional-youth forum events** brought together approximately 520 participants with the intention of promoting dialogue about the role of youth in Timor-Leste's political and security context as well as fostering further network building among participants to promote action for national level youth engagement and activism.
- **A training on radio talk shows and a training on radio station management** for a network of youth radio reporters in order to strengthen skills and practices around the principles of inclusive, proactive, and conflict sensitive journalism. This was followed by substantial mentoring of community radio staff and managers by SFCG in the field.
- **24 radio magazine shows** to produce the show *Babadok Rebenta!*, which recruits youth reporters to produce stories on youth issues, offering youth as reporting subject, reporting participants, and participants in finding solutions. The show was broadcast on 15 community and one national radio station and intended to reach youth audiences throughout the country.
- **Radio drama production** of 25 new episodes for the show *Karau Dikur ba Dame*. The radio drama was accompanied by a large publicity campaign and a series of listening groups across all 13 districts.
- **Comic books for good governance and peacebuilding** will be written, printed and distributed in a 6 part series covering a wide variety of relevant issues. So far, only 4 parts of the series have been produced. The books will be distributed to youth around the country, particularly those most at risk for election-related violence and will be paired with the establishment of community-based reading clubs to promote discussion and reflection on the material.
- **A 5-day art classes and exhibition** was led by Arte Moris Cultural Center in four regions.

As of late May 2015, SFCG has completed all program deliverables except for the final three comic books, which will be distributed in June 2015.

Methodology

This evaluation is a final, summative evaluation of the Youth Engagement to Promote Stability (YEPS) program under Search for Common Ground in Timor-Leste. It was conducted by Kelsi Stine, an independent evaluation consultant and former SFCG employee¹⁴, between April and June 2015, including an in-country visit during the month of May. The evaluator worked closely with the Timor Leste Country Director and Design, Monitoring, and Evaluation (DME) Coordinator for the design and implementation of the evaluation. SFCG staff provided ample evaluation assistance in transportation, logistics, arranging meetings, and transportation. The evaluation was conducted with a utilization-focused approach, as the evaluator based a wide range of decisions on evaluation design and implementation to the functional needs of the SFCG-TL Country Office.

Qualitative data collection was completed between May 13-26th in six districts of Timor-Leste: Dili, Manatuto, Baucau, Ermera, Liquica, and Aileu. In each district, the evaluator conducted one Key Informant Interview (KII) with government official who had participated in a forum event¹⁵; one group KII with community radio station members including managers, board members, and volunteer journalists; and one FGD with youth who participated in the CLT and/or forums. The evaluator also conducted a total of three FGDs with youth who participated in the art classes and three FGDs with youth from the reading clubs, though in practice the art class FGDs functioned more as KII because only between two and four youth showed up to participate in each district. The evaluation included one FGD with youth from the Debate Club in Dili and one FGD with youth from the Listening Club in Ermera. In these cases, Ermera was the only district to host a listening club and the SFCG-TL leadership wished to have at least some data collection on the debate club conducted. Finally, the evaluation is based on an extensive review of program documents (see pg. 68), interviews with SFCG-TL staff members, and an interview at USAID.

The project's Performance Monitoring Plan (PMP), the official document outlining YEPS's monitoring strategy to USAID, was only completed in February 2014, already two years into a three year project. In practice, monitoring activities consisted primarily of attendance sheets, pre/post tests conducted at youth CLTs and forums, two youth case studies, and descriptive activity reports for trainings, forums, and the art classes. There was also substantial informal monitoring by SFCG-TL program staff and leadership through coordination meetings, in-person follow up visits, and phone calls to program beneficiaries. SFCG-TL also undertook an extensive media-monitoring mid-term review that included both a survey and FGDs of radio listeners of Babadok Rebenta and KDD to understand listenership and radio program quality. While likely very informative for program managers, it was difficult to use most of this data in the YEPS evaluation given the difference in focus and the generally weak quality of the final mid-term media report and separate FGD summary reports. Pre/post-tests, activity reports, and attendance data is utilized where relevant throughout the report, and interviews with program staff (which are used heavily in this report) were used to capture the results of informal monitoring activities.

¹⁴ The evaluator had no previous professional contact, relationship, or work experience with the SFCG-TL office.

¹⁵ Except for Aileu, where the District Administrator was unavailable due to preparations for the national Independence Day.

While topically appropriate, the project baseline was not very useful for answering the evaluation questions. This is because the baseline study, done jointly with the DAME project, was based entirely off of surveys conducted with a broad population of youth, civil society organizations, and media representatives. It was not specific to the actual individuals and organizations who were later involved in the YEPS project, and asks questions about participation in conflict resolution activities, knowledge of democratization, and other topics that can be interpreted broadly and subjectively. This approach was likely highly useful for identifying which people and organizations to work with, strengthening SFCG-TL's understanding of the problems and communities they were working with, and refining the program designs prior to implementation. It may also be useful after several more years of SFCG-TL work with youth when a population based survey may yield some noticeable changes that have influenced many hundreds of people. At present, however, it is only generally useful as a comparative point for the YEPS final evaluation and does not provide illustrative detail about the perspective of youth or media organizations on which to base clear comparisons about changes that have clearly resulted from the project.

Though included in the original TOR, the YEPS evaluation did not include a survey. There were initial discussions of conducting a youth survey to follow up on the baseline survey, which looked at priorities and civic participation rates among youth. Plans for this survey were cancelled for multiple reasons. First, conducting such a survey would be repetitive. Through the youth forum activities, SFCG-TL already had substantial data and documentation about youth in these areas, an end-line survey for DAME had covered these issues in the past few months, and finally the qualitative data collection in the evaluation would further cover these questions. Secondly, SFCG-TL conducted a wide range of activities and interventions with youth that each had somewhat different objectives; for example, the reading clubs were intended to teach youth about the perils of domestic violence and other social ills, while the forums were intended to teach youth self-confidence and give them opportunities to dialogue with government officials. With such a low dosage of each activity, each activity targeting different youth, and an overall low percentage of each district's population of youth having actually engaged in a YEPS activity, it would not have been possible for such a survey to draw strong conclusions about the impact of any given intervention.

Challenges and Limitations

The first challenge of the evaluation was defining scope in relation to the recent evaluation of SFCG-TL's DAME project. The YEPS program was implemented concurrently with the DAME program, funded by the European Commission, and the two programs had significant overlap in terms of their activity streams, funding, and causal logic. For example, the DAME project funded the local youth forums, while the YEPS program funded the regional and national youth forums. The DAME project focused heavily on capacity building with partner organizations, though the YEPS program included trainings for these same partners. By the time the YEPS evaluation began, the DAME evaluation had been completed and covered many of the same areas in the YEPS evaluation TOR, such as capacity building with partners, youth leadership, and Common Ground Journalism. With no clear split between which program "streams" were covered by the DAME evaluation and which were left for YEPS, the evaluator attempted to identify gaps where they existed and avoid repetition, though the balance remains somewhat ungainly. For example, the section on "Coordination" only covers the two partner organizations not addressed in the YEPS evaluation (TLMDC and Arte Moris), though in practice these two partners received far less capacity building attention than the organizations (such as CNJTL) covered under the DAME evaluation report. The evaluator has noted wherever possible when changes or activities discussed may be linked to DAME, but in practice the findings of this evaluation are related to both YEPS

and DAME projects. In the future, it is recommended to either do a joint evaluation or to create clear distinctions between what program “areas” will be assessed by each evaluation- such as having one focus on work with media and another focus on work with youth.

Aside from overlap with DAME, the validity of the YEPS evaluation findings are affected by its extremely ambitious Terms of Reference (TOR). The TOR was negotiated jointly between the evaluator and SFCG-TL at the beginning of the project, but it was only once the data collection began that the challenges of its scope set in. Such challenges are common in peacebuilding evaluation and required flexibility and adaptation from both the evaluator and SFCG-TL. First, it included an incredibly wide breadth of program activities to assess, including CLTs, local youth forums, regional youth forums, national youth forums, art classes, reading clubs, listening clubs, debate clubs, training and coaching of radio journalists and managers, partner organization capacity building, and radio broadcasts. Almost all of these activities, with the exception of some youth who attended a CLT and forums, targeted different groups of participants. This resulted in an evaluation plan that emphasized breadth of data collection over depth.

This “breadth over depth” strategy came most into effect for data collection of the youth activities. For example, three focus groups (really, eight total participants) of the art class youth, and in the case of the debate and listening clubs, only one focus group, represent a weak premise on which to make conclusions about an activity’s attribution or contribution to social change. After discussing these drawbacks with the evaluator, the SFCG-TL Country Director decided to proceed with this arrangement in order to assess as much of the breadth of the program activities as possible and receive feedback from a wide range of youth in order to design future programs. Once the evaluation data collection stage had begun, the attendance levels at youth FGDs was often very low, due to the proximity of the Timorese national independence day on June 20th. For example, only three youth attended the listening club FGD in Ermera. The evaluation findings therefore attempt to cover the art classes, reading clubs, debate club, and listening clubs in a purely descriptive way based on information provided by direct participants without linking them to higher level outcomes or impacts. The findings are broadly informative; do not represent a high degree of scientific validity. This is discussed further in the introduction section to “Impacts” on page 28.

Secondly, the evaluation TOR included extensive questions at both the outcome and impact level. The evaluator discussed this challenge directly with the SFCG Timor-Leste and the Evaluation Manager, who collectively decided to keep most of the original Lines of Inquiry but focus the evaluation examination of “impact” directly on program participants rather than at a country or community level. The validity of the evaluation’s findings in this area are further limited by the “breadth over depth” issues discussed above. For this reason, all findings discussed under the “Impact” section of this evaluation should be interpreted as short-term outcomes achieved primarily at the individual level and are noted as such under each relevant question.

Finally, the evaluation TOR had a large number of Lines of Inquiry. This issue was also discussed early on between the evaluator and the SFCG-TL team, who preferred to keep all evaluation questions but for them to be narrowly interpreted. This resulted in each qualitative data collection tool containing a very long list of questions. Often, it was not possible for the evaluator to cover the full range of material in an interview or focus group, especially given the added time needed for translation (see below), the difficulty in translating more sophisticated topics like the “role of youth” or “democratization” into Tetun, and the tendency of Timorese youth to arrive late to scheduled meetings with the evaluation team. For this reason, high level “impact” questions were often left out, or the evaluator had to rely on

existing interview material to make inferences about their opinions and experiences in these areas. This is the reason for the considerable length and to some degree repetition of the evaluation report, though where possible the evaluation answers certain Lines of Inquiry by linking to other sections where the relevant findings have been previously discussed.

The accuracy of the evaluation was further challenged by the limited translation capacity within Timor-Leste. A Timorese university student was hired as an independent translator but the evaluator quickly learned that his command of English was too poor to complete the assignment. All of the qualitative data collection for the evaluation was therefore done with the translation assistance of the SFCG DME Coordinator in Timor-Leste, who lacks formal translation training but whose knowledge of both English and Tetum was the strongest available within the evaluation timeframe. Translation was summative and subject to the subjective interpretations of word definitions and connotations by the DME Coordinator, and some piece of language were impossible to convey. These challenges meant that the ideas expressed by both the evaluator and interviewees were never conveyed with complete accuracy and nuance, though it is impossible to specifically quantify the degree of information lost. There is also a risk that program participants may not have been fully honest in their feedback with a member of the SFCG staff present, though there were no indications during the evaluation that participants were nervous or hesitant about sharing their honest reactions. Overall, the DME Coordinator worked both valiantly and tirelessly to assist the evaluation, making the very best of a challenging situation; language limitations must be acknowledged as an inherent challenge to many peacebuilding evaluations.

Findings

Relevance

To what extents were the objectives, strategies, and activities of the intervention consistent with the needs of the donor and the donor's policy?

The USAID Program Manager interviewed for this evaluation is well-known to the SFCG staff, and has been closely involved in the YEPS project since its conception. She shared that the YEPS project was created under USAID's previous set of strategic objectives, which emphasized peacebuilding. USAID's newest Country Development Cooperation Strategy (CDCS), which covers 2013-2018, does not contain a peacebuilding focus. The YEPS program can, she shared, be seen as relevant to the existing CDCS's



Figure 1: Internet access panel at 4th national youth forum

objective which covers “institutional and human capacity for development strengthened to improve the lives of Timor-Leste’s citizens.” This new objective focuses more on institutional building with government and civil society at the national and sub-national level, especially on service delivery. She believes that YEPS fits in well with this new focus in its work with youth, especially through the civic leadership trainings and media programs which help to increase youth capacity with the government on development and decision making.

To what extents were the objectives, strategies, and activities of the intervention consistent with the needs of the youth?

The objectives, strategies, and activities of the intervention were strongly consistent with the needs of youth.

Above all, youth defined their own needs as economic, especially related to job opportunities. Youth who lack job opportunities become particularly vulnerable to abusing drugs and alcohol, becoming idle and volatile influences in their community. The majority of youth, across all FGDs for all varieties of YEPS activities, saw any self-enrichment or skill-building activity as supporting them on this issue, helping them to gain not only practical knowledge but motivation and positive attitudes.

All the youth across all three reading club FGDs were universally enthusiastic about the topics of the comic books they had read, which covered early marriage, domestic violence, women's empowerment, and youth being manipulated by political figures. When asked about the most pressing needs of youth in their communities, these were the issues that they identified. For this reason, they found these topics not only interesting and engaging, but extremely relevant to their own lives and communities- so much so that with only minor exceptions, all of the youth shared the comic books with their parents, siblings, friends, and neighbors *and* discussed the content with them. **This “multiplier effect” is an extremely positive unintended effect of the program, and demonstrates that the comic books are a high effective tool for changing knowledge, attitude, and possibly even behavior among families in Timor-Leste.** The youth especially liked that the comic books highlighted good and bad behavior choices, leaving the reader to think and make their own decisions. When asked for recommendations for future books, the youth asked for more of the same topics, plus books that would cover sexual violence and abuse, the right to education, early marriage, and abuse of power.

All six CLT/forum FGDs mentioned the lack of job opportunities for youth as a top challenge for youth in Timor-Leste. The youth saw this problem as leading to higher rates of drug and alcohol abuse as well as interpersonal conflict among youth. In the FGD in Baucau, one outspoken youth specifically identified conflict between youth in MAGs and the police as a major problem, though this concern about substantial MAG violence was limited to that one district. Capacity building activities, interpreted broadly but including opportunities like the civic leadership training and youth forums, were broadly understood as one solution as they give youth new skills as well as feelings of empowerment. In specific regard to the CLTs and forums, the youth mentioned again and again in all focus groups that their participation in SFCG activities “increased my mentality” and made the youth feel more positive and proactive. This is further evidenced by the pre-post tests for the CLTs, which showed that 98% of youth respondents found that activity to be relevant.¹⁶

In addition to youth unemployment, all six CLT/FGDs saw the lack of information connectivity at the suku-level and sub-district level as a source of isolation for youth in rural areas. The FGDs emphasized that youth in rural areas have no access to social media and often even limited access to radio, and for these reasons are often unable to hear about opportunities for education or self-improvement that might be happening in the district capitals. The youth focus groups universally recommended that future SFCG projects work with youth in these otherwise cut-off areas to bring the benefits of their programs where they are most needed.

¹⁶ Civic Leadership Training and District Youth Forum Monitoring and Lessons Learned Report pg. 5

SFCG addressed the issue of connectivity with a national event in 2015. According to the event's summary report, the fourth National Youth Forum, held in Dili from January 28-30, 2015, did feature an interactive panel discussion about free access for Timorese youth to internet connectivity and was attended by the Director of Timor Telecom, one of Timor-Leste's three main telecommunications companies. The summary report from this event states that 96% of males and 94% of females found the topics of the forum to be relevant and well informed.

Finally, regarding the art classes, the Art Class Newsletter states that "The objective of the art class was to increase capacities and explore talents of young men and women in the arts, and to create network of friendship among youth interested in the arts and who want to contribute to peacebuilding and the development process." When interviewed, the art class youth were by far the most shy, and had trouble articulating what they saw as the needs and priorities of youth in their areas. A small number of them mentioned learning to be more confident and about artistic methods, but the effect was small and only two of the eight youth had found a way to use or apply something that they had learned. **None of the youth mentioned learning how to use art as a tool for self-expression or sharing peace messages in their areas.** Similarly, the Arte Moris KII showed that the art class facilitators did not themselves view peacebuilding or conflict resolution to be a central component to their activities. For this reason, while the design themes of the art class may have been relevant to conflict resolution, the practical implementation of the art class was not highly relevant to the needs of youth beyond the fact that they benefit from almost any type of extra-curricular engagement.



Figure 2: Art class student

To what extents were the objectives, strategies, and activities of the intervention consistent with the needs of community radio staff?

Dili journalist: "We are very happy with SFCG. Aside from the programs they gave us, we got money to support our volunteers and programs. What we really aren't happy with is being under the Secretary of State for Communication and the Community Radio Center. They have money for operational fees for all community radio in Timor-Leste, but we never got any. All community radio has same vision of working with youth, peace, and vulnerable communities. Only SFCG supports us with a computer and recorder. Nobody else does and we want more support! We're a small studio, and don't even have a microphone stand- sometimes we just use our hands."

The objectives, strategies, and activities of the YEPS program were highly consistent with the needs of the community radio staff. All six radio station KIIs shared that they strongly appreciated working with SFCG, especially in the training opportunities in radio talk shows and radio station management that were presented to them. The radio stations are deeply aware of the gaps in their capacity and knowledge for producing radio shows, and appreciated the opportunities presented by SFCG to learn more. Some radio stations also mentioned receiving some financial assistance, which allowed them to purchase sorely needed equipment.

How relevant were the project strategies and activities to address the changing dynamics among current generation of youth in Timorese Society?

Dili youth (male): "Before I attended the civic leadership training, I was very selfish in my youth council. If there were people who didn't accept me, I always kicked them out from the organization or team because I saw I was the right and they are the wrong one. I always worked as an individual and not as a team. Now we always work as a team, and if any problem happens, I call the people to sit and discuss from all sides. Then we come up with one win-win cooperative solution. Now people don't call me leader or coordinator, but more like we are all a team. So I learned how to become a good leader. A good leader doesn't always talk by themselves but learn each other."

During youth FGDs, the youth had significant difficulty understanding the evaluator's questions on this topic, even when simplified greatly. The youth participants struggled to grasp and identify how the role of youth may have been different in years past, or even more basically the notion of youth having a specific "role" in their community life. Because of these difficulties and the ambitious breadth of questions for the FGDs, the evaluator did not collect strong data to address this question. However, as discussed above, they had a clear understanding of their current needs and priorities (job opportunities/skill training, access to education, information connectivity, domestic violence, early marriage). Most youth did not see their needs strongly in relation to peace and conflict issues, which may have been a greater focus in the past for youth as Timor-Leste was fighting for and transitioning to independence. Instead, they saw that their needs were more related to traditional "development" areas, such as jobs, infrastructure, and education.

Effectiveness

1. Youth Engagement Activities

To what extent has SFCG increased skills in leadership, community engagement, and conflict transformation among youth?

Only the forums and CLTs that were considered “core” program activities¹⁷ targeted for skill building, while the listening club, art classes, and reading club fell under the “media” component of the project intended to educate and sensitize youth to conflict related issues but not to build their capacity to engage positively at the community level. With this in mind, the YEPS project, particularly the CLT and youth forums¹⁸, substantially increased skills in leadership, community engagement, and conflict transformation among youth.

It is important to note that there is no baseline data relevant to this question. The baseline survey conducted assessed youth confidence levels in their interactions with government officials and engagement in their community, and it was not specific to the youth who participated in YEPS project activities, many of whom were recruited because they are existing youth leaders identified in the youth mapping process and are therefore not representative of the broader youth population. The conclusions in this section are based on self-reported changes and the observation of the SFCG staff. Pre-post test data is also used where available and relevant, though as it was conducted directly at the CLTs rather than a period after, the data does not represent what skills the youth maintained weeks and months after the event occurred.

Ermera youth (male): “I went only to forum but I had the same changes. It helped us to be good leaders. I am a youth leader in my village before. But in my experience on how to organize and lead the people, I am not confident at all. After the forum I learned how to lead the people and get a good solution. Finally I have an idea when I am back to my group, I used my knowledge by trying to lead the young people. If there is any conflict happening between people, I sit them down to discuss to make all people happy. Finally I can do this!”

In the six CLT/forum FGDs, youth said that they had learned a wide variety of skills including communication, self-confidence, maintaining a positive attitude, proactivity, public speaking, leadership, and problem solving from SFCG activities. These last two skills were the most widespread and were heavily emphasized by enthusiastic youth participants. In five of six FGDs, youth mentioned learning leadership skills; particularly the importance of leading through teamwork and consensus rather than domineering behavior. Also in five of six FGDs, youth talked about learning to discuss problems in a group and come up with a shared solution using the Open Spaces methodology. Finally, according to the large group interview with debate club students from Dili, those students also learned public speaking and problem solving, as well as analysis, time management, research and debate format methods.

SFCG’s recruitment method for the youth was also highly determinative of which youth benefitted from the program. According to the interview with the Country Director, the YEPS project began with a youth mapping to identify youth leaders who are already active in each community, such as those already

¹⁷ YEPS proposal pg. 2

¹⁸ CLT and national youth forum was jointly funded by YEPS and DAME, while the district youth forums (did not talk to anyone national) were funded by DAME.

active in village youth councils. The SFCG youth team worked with this list to include those youth in project activities and to seek their assistance in recruiting the other youth who were brought to participate in the project. The USAID Program Manager believes that this led to the problem of seeing

SFCG Youth Program Manager: “Youth in Timor-Leste are not like in other countries, and it’s a challenge when we conduct trainings or forums. We have to make more efforts to make them engaged in activities. For example, “Open Spaces” was a new methodology. In my experience, on the first day we made lot of effort to explain what is Open Space is and why we use this methodology- that it’s for them to share their perspective. The reason why youth in Timor don’t talk much is because there are not many networks that provide young people with opportunities to share their perceptions. This is my perception, but I experienced it during the project. There are usually only a few people who are talkative, and those few have networks and friends everywhere, their own group. It takes time. If we do more, I believe that young people will be more expressive to voice their perspective. I see the forum as one of those efforts that can help young people to build their civic participation, especially in our country. I recommend that these forums stay an important component of future projects.”

the same faces over and over again in the youth forums and CLTs. She hopes for greater diversity among participants in future activities, and this desire was echoed almost universally among the youth FGDs who urged SFCG to be more inclusive of youth from the suku-level.

These observations mirror the evaluator’s informal observation that in each of the CLT/forum focus groups, there were always one to three youth who seemed extremely motivated and engaged, while many of the others were quiet and reluctant to speak. This was true in a full half of the CLT/forum FGDs (Manatuto, Baucau, Aileu) where most of the participants could not speak specifically about their participation in YEPS activities and demonstrated extremely shy behavior during the meeting with the evaluator. As a result, the “skill-building effect” of the YEPS program is likely not widespread among all participants, but clustered among a small few. However, the Country Director pointed out that when SFCG operates with limited resources, there is a need to make tough decisions on who to include and by prioritizing work with those who are already active and engaged, SFCG could achieve the biggest impact possible. A further explanation was offered by the SFCG Youth Program Manager, who shared that because youth in Timor-Leste have had such few opportunities in the past to engage them in activities, it is a slow process to get the majority of CLT and forum participants to engage enthusiastically, but that over time such activities will help them feel more comfortable being outspoken.

To what extent the project has contributed in improving coordination and cooperation/collaboration among youth and national decision makers/government of Timor-Leste (GOTL) authorities in peacebuilding and development process?

Strictly speaking, the YEPS project did not contribute very much to improved cooperation or collaboration between youth and decision makers or government authorities. In four of six focus groups with youth from the CLT/forums, all three of the art class FGDs, and all three reading club FGDs, the youth who participated in the YEPS project had no relationship with government officials either before or after their involvement in the project. Indeed, most youth looked confused when asked about relationship with government officials, and when asked more simply if they had ever had any form of

contact with a government official, only few acknowledged having had very simple interactions, such as having their District Administrator speak at their school.

There were, however, some isolated examples of youth coordinating more effectively with government as a direct result of the project. One youth FGD felt that local authorities took their opinions more seriously, but had no examples of collaboration on any specific projects or activities. There was one youth in Ermera who spoke specifically about the CLT motivating him to be more active in village meetings, and he believed his opinion was taken seriously by village leaders as a result. No youth, in any of the data collection activities, had had any connection with a national official and there were no examples from SFCG staff. This was further corroborated by the KIIs with eight government officials who attended the forums, none of whom had an example of pursuing collaboration with the youth after the forums took place.

The project did, however, increase youth *exposure* to government official through the forum activities. At the national, regional, and district level forums, government officials participated as panelists, giving speeches and participating in question and answer sessions with the youth.¹⁹ The evaluator spoke with eight government officials, including District Administrators, one police commander, and one local director of the National Village Development Plan, who were all very glad to have participated in a youth forum in order to spread their messages with youth and receive feedback from youth during Q&A. They also all felt that the forums offered an excellent opportunity to dialogue with youth and for youth to learn how to be positive change makers in their communities. In the eyes of the USAID Program Manager, bringing youth together with government officials at the regional and national level to dialogue with one another, share ideas, and receive recommendations was one of the biggest successes of the project. Youth had the opportunity to share their message and concerns with the public and be heard, and also help government officials to understand that youth have a voice and are valuable; and SFCG's involvement on the National Youth Policy is a testament to this change.

SFCG's YEPS Youth Program Manager believes that the reason youth and decision makers did not form relationships or improve coordination as a result of the project is that there were not any follow up activities after the forum. For example, one youth from the Aileu CLT/forum FG said he expected SFCG to take the recommendations they came up with during the forum and use them to advocate to the government on their behalf, but felt that they had seen no results and wanted further follow up from SFCG. The Youth Program Manager emphasized that going into the forum, his realistic expectation was only for the youth and government officials to gain exposure to one another and to share knowledge and feedback, but that for any greater change more follow-up activities would have been required.

How have youth organized differently as a result of this project intervention? Specifically, have they undertaken any independent leadership activities in their own districts at an individual or group level?

As a result of the YEPS project, youth reported undertaking at least ten independent leadership activities in their communities. These activities include:

- In Manatuto, one male youth who attended the CLT is a trainer and used the methods he observed at the training to train a group of youth on HIV/AIDS issues
- In Manatuto, another male youth said that he uses his new skills to informally mediate disputes among his peers

¹⁹ This is recorded in all of the youth forum summary reports listed in the appendices.

- In Baucau, one male youth gained the confidence from the CLT and forum to reach out to his District Administrator for a letter to give Timor Telecom related to expanding wifi access into the youth center. This same individual used his new facilitation and collaboration skills within a community group to lead a discussion on formulating a new group statute.
- In Baucau, one female youth used what she learned at the CLT to train other young people in the youth center on decision making, public speaking, and collaboration.
- In Dili, two youth (one male, one female) who participated in SFCG activities organized two events: a celebration for International Youth Day and also a campaign on early marriage.²⁰
- In Ermera, a male youth submitted proposals to the Asia Foundation and the local Agriculture Department for support implementing a tree-planting project in heavy landslide areas. The support from the Asia Foundation was used to conduct village profiling to identify vulnerable areas, and the Agriculture Department gave technical advising on which trees to grow and how.
- In Ermera, a male youth gained the confidence, facilitation skills, and organizational skills to create and lead a youth group for growing seedlings.
- In Liquica, the youth who participated in SFCG activities organized, coordinated, and facilitated an event for Independence Day and a separate event on November 12th for the Massacre of Santa Cruz.
- In Liquica, one male youth who attended the art class now teaches an art class on Thursday and Friday nights. He received a flipchart from the NGO CivTel and uses it to demonstrate sketching.
- In Aileu, one female youth who participated in a ToT for civic leadership training started her own youth group that helps to monitor the National Village Development Plan (PNDS) implementation in her area.²¹

It should be noted, that ***the youth who implemented these ten projects are the exception rather than the rule***; in each of the six CLT/forum FGD there were between one and three youth who seemed very engaged, motivated, and eager to apply what they learned (see page 22), but the majority of the youth lacked their fervor and did not feel as empowered by their participation in SFCG activities. Furthermore, with the exception of the youth who began the art classes in Baucau, these stories were exclusive to youth from the CLT/forums rather than the art classes or reading clubs. However, considering that most youth only participated in one or two activities over the course of the YEPS project implementation, and that SFCG did not organize any follow-up activities to support youth in implementing leadership activities after the civic leadership trainings and forums,²² this list of ten leadership activities represents an impressive success. It is also in line with the informal, yet more realistic expectations among SFCG staff and USAID of what the program would achieve.²³

Has there been any shift of perception among national government officials on the potential of youth as key contributors of the society?

²⁰ SFCG completed a case study on the male youth, which verifies his work on International Youth Day.

²¹ This last example comes from a SFCG-provided case study, including an interview and photograph. The evaluator did not directly speak with the female youth to confirm these claims, as she was not available at the time of the FGD in Aileu.

²² The SFCG Youth Program Manager noted that there was funding for youth to enact independent activities through sub-grants as part of the DAME project, and that the SFCG staff advertised this at YEPS activities. He said that while few YEPS youth applied, those that did had their projects selected by the impartial committee in charge of selecting sub-grantees.

²³ In interviews, this view was shared universally among SFCG staff and the USAID representative. No one saw it as a sign of failure that there were only 10 “leadership activities” that resulted and instead saw it as a positive sign that indicated more such work needed to be done.

The YEPS program has had a small, but significant effect on making certain government officials more open to engagement to youth and youth-actors in Timor-Leste, contributing to an overall trend toward greater openness to youth among government officials nationwide. None of the eight government officials interviewed for this evaluation had engaged in any follow up activities with youth after the YEPS forums. However, the SFCG Country Director, who has participated in youth leadership activities in Timor-Leste for a number of years, has noticed a distinct shift in national government officials really beginning to see youth as key to development. Through the YEPS project, he claims, government officials come not just for the ceremony but to better engage with youth and listen to their feedback. Before the YEPS program, there were no programs to bring young people to talk but now there are forums, radio program, debates, and other activities. This represents a change of attitude and perspective in that before, there was little direct engagement for national and local officials with young people.

There is still a long way to go with regard to government officials being open to working with youth and youth actors, but there have been some successes that corroborate the SFCG Country Director's account. Approximately half of the government officials interviewed mentioned learning something about youth engagement from attending a forum. For example, the PNDS Director interviewed in Ermera shared that during the question and answer section of the local forum he attended, he directly received feedback from youth about spending PNDS funds in a way that is distributed according to village population data. Similarly, the Conflict Prevention Office Representative in Dili said she learned that she can directly collect conflict-related information from youth, and that at the forum they sat down and discussed key issues together. This is helpful to her because she has limited human resources in her office and now she knows she can get some of the information she needs directly from youth forum events. Finally, the Police Commander of Operations in Liquica enthusiastically said that he had learned that dialogue with youth is a two way street, and he was glad to have been able to hear youth

Ermera PNDS Director: "I always go around to districts and sub-districts and sometimes I meet the chief of a village who has no interest to participate in this program. But when I meet with young people, they say they are interested and happy in this program and would like to be involved to develop themselves and develop this village. I know that this is a change. Before, I never hear this from young people. I don't know if it's exactly because of the PNDS program or other programs that they attend where they got new knowledge."

criticism about some police not following their own policies while on duty. He took this information back to his police station and addressed it directly with the officers.

Another example comes from Don Aleixo, a subdistrict in Dili, where two of the youth, after participating in the SFCG activities, organized their own events: one on International Youth Day and another as a campaign on early marriage. They successfully invited government officials and local leaders to participate, and this was a change because previously government officials ignored their attempts to engage or participate in events, and generally made themselves unavailable. They also said they had learned to communicate more effectively with government and gained comfort in talking to government officials. She was also impressed that at some of the events the government officials accepted criticism and suggestions.

There has also been progress in terms of SFCG's ability to represent youth issues to the government. According to both USAID's Program Manager and the SFCG Country Director, SFCG struggled initially to build partnership with the Secretary of State for Youth and Sports, who wanted all funding and planning efforts to go under the Secretary's exclusive direction. This relationship gradually improved over the course of the project, and took an extremely positive turn in the last three months of the project when a representative from CNJTL, a close partner of SFCG, became the new Secretary. Since this time, SFCG has been a close ally of the Secretary of State for Youth and Sports, collaborating on various policy issues and even having former staff members hired in the new Secretary's office.

What major factors are contributing to the achievement or non-achievement of objectives?

First, the lack of follow up activities after the CLT and forums limited the ability of participants to apply what they learned. As described in the Executive Summary, one-off forums and trainings are unlikely to be sufficient to empower most youth to be change-makers in their communities.

Secondly, the comic books were very successful, and perhaps more so in empowering youth than the

Ermera youth: "Before the training, when the suku meeting happened or other activities, I am not comfortable and I am afraid to give my ideas to the local leaders. After the training I am trying to involve myself in community meetings on village planning and give my suggestions on how to solve problems. I also say that as a leader when we go and solve a problem, we have to listen to other people and consider their ideas, not just us as a leader. I observed that local leaders accept my ideas and use it right now."

radio programs. According to the SFCG Media Manager, youth shared that they preferred reading the comic books to other activities including reading the newspaper and listening to the radio. With their stories and pictures, the comic books are very entertaining. When they listen, they don't often hear the whole program and may depend on hearing a re-broadcast to hear the entire message. Also, she shared; the mid-term study they conducted showed that youth generally prefer to listen to music. If youth read the books, however, they have the physical copy with them to re-read whenever they would like.



Figure 3: CLT participants in Oecusse

Thirdly, the use of experiential learning methods during the CLTs contributed strongly to the trainings' effectiveness, which are perceived by both SFCG staff and USAID to be the most effective of the youth activities in YEPS. SFCG relied heavily on experimental learning methods that involved a lot of movement and engagement from participants, in particular, the "Open Spaces" methodology. According to the SFCG Program Manager, the SFCG staff received substantial feedback from participants and trainers that these methods helped youth to learn effectively and that they reflected the reality of their daily lives. It also

builds ownership in allowing the youth to decide for themselves what they want to change in their own lives. This was strongly corroborated by the youth from the FGDs, who talked about the methodology giving them a voice and an opportunity to learn.

Finally, conflict resolution was not sufficiently made a portion of the art class curriculum. This limited the degree of conflict resolution knowledge and skill building among participants, who could not articulate the connection between art and peacebuilding and had not used their artwork for that purpose upon returning from their activities.

2. Capacity Building for Community Radio

The radio station members all receiving a variety of support from SFCG. All six radio stations had staff that received trainings. Four radio stations specifically mentioned having had staff who attended a talk show training, and three stations to mention that they had had staff attend a training on radio management, production, and auditing. Finally, four radio stations mentioned participating in the listener survey and FGD for the mid-term Media Monitoring Report, which helped them to learn how to do data collection that engages their listeners.

According to the SFCG-TL Country Director, the YEPS program activities included providing substantial in-person coaching to all radio stations. SFCG staffs were sent to the various community radio stations out in the districts to discuss challenges at the radio station and how well the stations were able to implement what they had learned at the training. During the media KIIs, however, only Baucau and Ermera mentioned receiving this type of assistance, and in Baucau it was especially appreciated and seen as valuable by the radio manager. The reasons for this discrepancy are not clear, but may likely be related to the high turnover rate of radio station volunteers (see below).

All six radio stations benefitted immensely in terms of skill building from participating in the YEPS project. In every instance, radio station members were very enthusiastic and appreciative for the capacity building opportunities provided them by SFCG, viewed them as directly relevant to their needs, insisted that the overall quality and professionalism of their journalism work had noticeably improved as a result, and were eager for further such opportunities. They provided ample examples of what they had learned and how they applied it, such as interviewing a broader range of people, conducting talk shows for the first time, and mixing radio programs. These self-reported changes were corroborated by the SFCG Country Director, who also observed that the radio stations were more empowered, demonstrated greater capacity to create programs, had improved management, and were more engaged with their community. These reported changes are very positive, but could not be independently verified by the evaluator to support a definitive conclusion about the degree and type of capacity change that occurred.²⁴

²⁴ To make strong, measurable conclusions about increased radio capacity would require content and quality analysis of community radio programs. Such analysis was not part of the baseline nor any of the program monitoring data, and due to timing and linguistic constraints, it was not made part of the final evaluation.

Radio stations also suffered from an unintended negative consequence of the SFCG-trainings: a large percentage of the SFCG-trained volunteer journalists left the radio stations to find paying jobs shortly after participating in trainings, as they now had skills valuable to paying employers. This was the case

Baucau Journalist: "I personally have changed. I am the talk show host, my friends trust me in this role. Before the training, I didn't have confidence or skill or knowledge how to host the show. After the training I have skill, not very much, but a little bit in hosting and how to select and invite relevant people."

in all six radio stations, and in Manatuto and Ermera, all trained journalists had left and had not transferred their new knowledge to the remaining staff before departing. Radio station managers widely believe that their inability to pay salaries has contributed to their abilities to retain their volunteer members, despite strong commitment among the staff and volunteers to the public service values of community radio.

The high departure rate of trained volunteers had a noticeable impact, but in spite of this the absorption of new skills and knowledge into radio station practice was significant. In most cases, the changes observed were from the one or two staff who had not left, but in the case of Ermera where all the trained staff had left, the new volunteer reporters simply tried to learn by listening to the SFCG-created

Ermera journalist: "I worked with my friend as a journalist. He always had opportunities at the trainings. When he got back he never shared the content with us so we have no information related to that. I did learn from Babadok Rebenta and KDD to increase my knowledge how to produce radio program and how to collect good info and put it in a radio program and how to broadcast and manage the time. SFCG staff also came to the community radio, sat with us, and talked about how to collect info and produce a good radio magazine and broadcast."

radio programs and identifying techniques to improve their own work. This demonstrates incredible resolve and absorptive capacity among the community radios to improve their own work with every opportunity.

The radio stations each mentioned developing skills in a wide variety of areas, including identifying issues, identifying relevant guests, inviting guests to come on air, collecting information from the community, mixing shows, and broadcasting. Three radio stations said that they learned facilitation through participating in the FGDs and listener survey as part of the mid-term media monitoring study. Three radio stations learned how to produce Public Service Announcements (PSAs) for their community (technically under the DAME project). Five radio stations learned how to host a talk show, which was a completely new skill area for them to develop. Developing the skills to produce radio talk shows was

seen as a particularly significant change by interview participants, and reporters from the KIIs were brimming with enthusiasm and confidence about their new abilities.

Four community radio stations also benefitted from the YEPS project in terms of internal management, though with no clear trend. In



Figure 4: Annual Plan for community radio station in Baucau

Manatuto, the interviewees shared that the station management now has more regular meetings with the staff and board. In Liquica, the interviewees spoke of generally improved management capacity, communication, and internal decision making. In Dili, interviewees cited improved financial management, sharing that as a result of SFCG's intervention their organizational financial management is open to all staff, whereas before it was only shared with the director, manager, and finance representative. In Baucau, the station management now undertakes annual planning, which is shared with all the staff (pictured), and has also improved in how radio programs are planned and organized.

To what extent has SFCG encouraged community radio stations, including board members, managers, and reporters, to produce conflict sensitive journalism? Has there been any shift in media's role in promoting peacebuilding and conflict sensitive development in Timor-Leste?

To a small extent, SFCG has encouraged radio stations to produce conflict sensitive journalism, though there is not specific data to identify the exact degree of change. Regarding a shift in the role of media, the community radio stations view promoting peacebuilding and development as core to their mission. SFCG's assistance has strengthened their capacity so that they can better fulfill that role, and their broadcasts provide regular coverage of peace and development issues.

"Conflict sensitive journalism" techniques were informally included in the community radio trainings, though there were never any exclusive trainings on this topic. While none of the radio station members mentioned working on "conflict sensitive journalism" as a specific methodology or approach, five of the six radio stations explicitly mentioned that their work with SFCG had helped them learn to try talking to three to four people, rather than one or two, in order to show more perspectives on a given topic. This was corroborated by the Babadok Rebtenta FGD report, which states that radio listeners observed that Babadok Rebtenta was unique in showing the perspectives of two parties and showing common solutions, as well as interviewing people who are victims of a given problem in their district. It is important to note in regard to "conflict sensitive journalism" that approximately half of the radio station representatives perceive that there are no harmful conflict issues²⁵ taking place in their district, while the other half recognize the disruptive influence of MAGs in their area but do not perceive a wide scale conflict trend that they would need to avoid exacerbating.

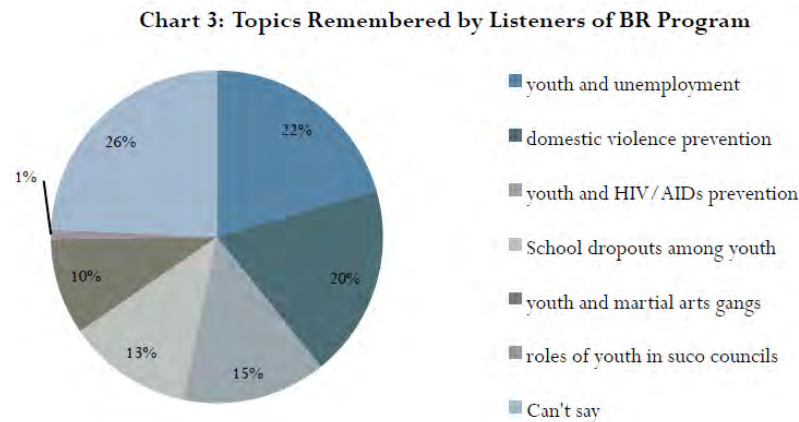
"Common Ground journalism" was also included in the training curriculum and applied on radio talk shows. The SFCG Media Manager shared that during the radio talk show training, SFCG taught journalists how to work toward consensus among various parties brought into the studio to participate on air. This was corroborated at several of the radio station KIIs, where participants talked about using this technique in their community.

All six radio stations cover issues related to peacebuilding and conflict sensitive development, especially through their talk shows and the Babadok Rebtenta radio magazine. According to the media KIIs, these issues include land rights for women, youth unemployment, anticorruption, MAGs, police issues, infrastructure, domestic violence, early marriage, and the local implementation of the national village development plan. Page 11 of the media mid-term report conducted by SFCG corroborates that listeners recall radio program Babadok Rebtenta covering issues of youth unemployment, domestic violence, and

²⁵ "conflict issues" refers to public conflicts at the community level involving sociopolitical groups that behave violently toward one another. Other sources of social violence, such as domestic violence or early marriage, are widely recognized as problems in Timor-Leste.

MAGs but not issues specifically related to governance. There was no data about topic identification among listeners for KDD.

Figure 1: Topic Identification from Babadok Rebenta! Listeners, Pg 11 of Mid-Term Media Study



In most cases, the YEPS project successfully empowered them to better fulfill their role covering peacebuilding and development because they lacked capacity; the radio station members all spoke about having always seen promoting peacebuilding and development as the central purpose of their work. In this sense, there was not a “shift” from radio stations not covering peacebuilding and conflict-sensitive development related topics to covering them, but instead that the YEPS program strengthened the radio station’s ability to cover them consistently and with higher quality radio programs.

The key informant interviews with media representatives yielded a wide range of peacebuilding and development issues covered by the radio stations. In most cases, it was not clear that focusing on these topics was new, but that their general ability to continue this work and do it well had been noticeably strengthened by YEPS. For example:

- In Manatuto, the Board Member shared that, “We have many conflict issues related to land, even in the remote areas. We always advise young journalists and community radio members to go with the people who come to mediate, like district administrators.” They also cover municipality processes and elections, and use Babadok Rebenta to do live talk shows with government officials, women’s organizations, and veterans.
- In Liquica, the radio station covers issues of MAGs and drugs. One member shared “In the training, we learned how to collect information on conflict issues. In 2013, we got training in Dili on how to produce a complete radio program. First you have to really understand the conflict. Then you have to identify why the conflict happens and work together with the police, interview them, and work with the community where the conflict is. Collect all of the information, then go back to the station and report out.” To this member, working with police was not a new change and represents how they operated before the training, but found the SFCG trainings motivating and helpful for their station management.
- In Dili, one journalist said, “Before, we would only interview one or two people, and now we interview three to four; one from an institution, one from government, and one from young people. Then we mix it together for the radio magazine. Radio here is unique in that we always contact the police about what we are doing to ask what is going on with youth and to see if there is peace or some problem in their hamlet. When we talk about peacebuilding, it isn’t something very big but instead we relate it even to cleaning our room and having peace there. If

we respect traffic, there is also peace there.” Another shared that the principle of their radio station is “Peace Starts With Me.”

Manatuto journalist: “If we have money, all our goals will happen. I would collect information about community problems, like how corn was destroyed by rats, and broadcast it to the community so everyone could talk about this problem and how to address it.”

Ermera Community Radio Station Board Member: “Journalists and reporters got many skill trainings on journalism professionalism, data collection, getting info from community and other side, broadcasting. But one challenge is the people who got this training have left to go get jobs because they got skills and left. I suggest SFCG to do the same training with the new journalists. They are new and want to learn....

I learned a lot about radio programs. It’s been a big benefit for conflict resolution. When we talk about radio magazine, we don’t just talk about one thing but many: news insights, profile, talk shows, the future. We learned how we can produce good profile of community, leaders, youth and the other program types. I myself have not had any training opportunities but I learned this through the radio magazine.”

What major factors are contributing to the achievement or non-achievement of objectives?

The YEPS project was clearly successful in strengthening the knowledge, skills, and capacity of community radio stations to promote peacebuilding journalism in their communities. However, as discussed above, the high attrition rate of trained radio station volunteers who left for paying employment limited the program’s effectiveness when the skills and knowledge provided to these volunteers was not transferred to remaining station members before their departure. As described in the media KIIs, this challenge occurred in all six radio stations.

The ability of community radio stations to produce high-quality programs is also sharply limited by their limited financial resources. Two radio stations mentioned that they are supposed to receive some money from the national Community Radio Center, but the funds often never arrive and when they do they are insufficient. As discussed previously, the lack of funding impacts staff knowledge and capacity when skill journalists leave for paying jobs. Perhaps even more harmfully, it also creates severe logistical and technological challenges. All six radio stations spoke about insufficient or broken equipment, such as transmitters, antennas, computers, and even simple voice recorders. In Dili, the radio station doesn’t even have their own facility and the station members often use their own money in order to be able to continue broadcasting. The volunteers all believe that these limits impede their ability to provide sufficient geographic coverage with their existing radio frequency abilities. Radio station members also lack funding for transportation, and often complained about their inability to cover community issues or events at the sub-district level because they have no way to get there and no way to record people’s voices if they did.

Overall, all radio stations emphasized that they were very happy with the support they received from SFCG, and that they especially benefitted from the training and capacity building activities. They are strongly motivated to continue producing radio programs to the best of their abilities but are eager for further training and also have strong needs related to equipment, transportation, and salaries.

One final issue relates to the balance of entertainment with information in the radio programs. The SFCG Media Manager shared that after her conversations with radio listeners, people prefer music or entertaining programs, and that entertainment is key to message retention. With Babadok Rebenta, listeners hear heavy, real-life situations which allow SFCG to effectively convey messages, but such news programs are less entertaining. With KDD, listeners like the drama but it's hard to convey messages in as much detail. In the future, it is important to keep utilizing both approaches at the same time so that they work together.

3. Partner Organizations

To what extent has SFCG achieved its goal of increasing the capacity/skills of Arte Moris and TLMDC in project implementation and conflict transformation?

SFCG was not strongly successful in increasing the skills and capacity of Arte Moris and TLMDC. The USAID Program Manager shared that both of these organizations were more “service providers” than “partners”, and that CNJTL and FTM (which are covered in the DAME evaluation) were targeted more for capacity building.

Regarding Arte Moris, the Director of Arte Moris did not respond to any of SFCG's enquiries to meet with the evaluator for the interview. Instead, three Arte Moris program facilitators were available, but said they lacked perspective about organizational coordination and capacity building, though generally perceived that Arte Moris's relationship with SFCG was good. They could not speak in any specific way as to what they had learned through working with SFCG or participating in any specific activities designed for capacity building. The Director of TLMDC shared that his partnership with SFCG was good for sharing knowledge and skills, but he could not be more specific about what he or his organization had learned.

Impact

In the discussions shaping the evaluation TOR, SFCG-TL's leadership was clear that looking at Impact should not be a core element of the evaluation's focus. Given the YEPS program's three year time span, they acknowledged that this is a short time frame and shared that in the context of this evaluation, “Impact” would be understood as immediately observable changes among project participants rather than long-term changes in Timor-Leste's socio-political context at the national, district, or even community level. Even the representative from USAID concurred with this assessment, sharing that the YEPS project was very successful in achieving all of its output targets, and truly assessing if any “impact” has occurred is not possible within such a short period of time. The “Effectiveness” section of this report details one of the overarching conclusions of this evaluation- that **the YEPS project resulted in clear changes at the individual level, particularly among youth, but that this has not yet manifested into observable or measurable changes at the group or community level.** According to both USAID and the SFCG-TL Country Director, this level of change was the most realistic and still represents both a positive and significant step forward for Timor-Leste.

Consequently, the information shared in this “Impacts” section represents the individual perceptions or opinions of participants from KIIs and FGDs conducted during the final evaluation. Wherever possible, baseline data is used to create a comparison point, though because baseline data was based on a broad quantitative survey of youth, decision makers, and CSOs rather than data collection from those specifically involved in the project, the comparative utility of this information is limited. Most project monitoring data (with the exception of the media mid-term study) is limited to narrative activity reports. Because the evaluation design sought to cover a broad range of activities- almost all with different groups of participants-, it was not possible to “dig deep” about the effects of any activity in particular. The findings presented in this section should therefore not be understood as either strongly conclusive or broadly representative, but are instead solely suggestive of what changes have resulted.²⁶ They also point to where SFCG can seek to build on the successes of the YEPS project moving forward.

1. Policy Changes

What, if any, are the project’s unique contributions to national Government strategy or policy related to youth empowerment, participation and leadership and media strengthening in Timor-Leste that were not previously being provided? How has SFCG influenced the Secretary of State for Youth and Sport on their policy related to youth?

SFCG-TL, through the YEPS and DAME projects, made an important and unique contribution to the development of a new National Youth Policy through the Secretary of State for Youth and Sports.²⁷

According to the SFCG-TL Country Director, for the majority of the project SFCG-TL did not have a strong relationship with the national Secretary of State for Youth and Sports, who attended SFCG’s youth events but was not a true partner.²⁸ This has drastically improved in the last three months when the former head of CNJTL, SFCG-TL’s close partner, took over as the new Secretary.

Toward the end of 2013, the previous Secretary began a process to create a National Youth Policy. SFCG was involved early to ensure that Timorese youth were involved in the consultations. As SFCG had recently finished conducting its local and national youth forums, they offered the forums’ findings about youth priorities to the SoSYS, but GTZ and UNICEF, who were funding this process, decided that they wanted to conduct their own national youth consultation.²⁹ SFCG was then invited to attend and sent its own staff members to be lead facilitators at the event. Later, when the SoSYS realized that it did not have a youth-appropriate methodology to use, SFCG shared its Open Spaces methodology which was then incorporated into the SoSYS “National Youth Congress” and conducted by the event’s lead

²⁶ For more information about the validity of the evaluation conclusions, please see the Methodology section on page 11.

²⁷ All of the information in this sub-section comes directly from the interview with the SFCG-TL Country Director. It was confirmed by a discussion with USAID and the current Secretary of Youth and Sports.

²⁸ According to the Country Director, the former Secretary of State for Youth and Sports was reluctant to sign an Memorandum of Understanding (MoU), wanted all donor money to flow through his office, and wanted to dictate all national youth activities rather than coordinating with CSO partners.

²⁹ SFCG-TL’s Country Director believes this is because GTZ and UNICEF were concerned about legacy and had already allocated funds, though this could not be corroborated with discussions with GTZ and UNICEF. He expressed frustration that the entire process, functionally identical to SFCG’s forums, was repeated again instead of using coordination to build on what SFCG had already done.

facilitators, SFCG's own Youth Program Manager Gaspar de Freitas and Youth Project Officer Nelia Menezes.

Using the conclusions from the National Youth Congress³⁰, the Secretary developed a first draft of the new National Youth Policy and created a task force called "Team 9" to review the content. Team 9 meets twice weekly, including on Saturdays, since March 2015. SFCG's Country Director is one of the nine participants, and has helped in particular with reviewing the coordination mechanisms of the policy and helping create a TOR for a coordination mechanism among all youth actors in Timor-Leste that is now being implemented. Of the five main issues addressed in the policy (health, education, conflict & crime, civic participation, and employment) SFCG-TL has focused on shaping the policy in regard to conflict and crime, helping Team 9 to understand the issues and design appropriate strategies to address them.

2. Stability and Democratization

What is the overall (direct and indirect) contribution of the project in strengthening the Stability and democratization processes in Timor-Leste?

This is an extremely ambitious question. The evaluation methods focused on collecting data from direct beneficiaries of the program activities, rather than assessing broad-level changes at the district or national level. It is therefore not possible to make sweeping conclusions about the stability and democratization in Timor-Leste and the contribution of the YEPS program, though it is clear from all interviews and FGDs that program staff and beneficiaries believe that national stability has been steadily improving since 2006. Were the evaluation methods appropriate for assessing changes at this level, expecting that YEPS would have resulted in "strengthening stability and democratization" in only three years may be quite unrealistic, and characteristic of the tendency among peacebuilding actors to try to show "impact" and over-claim on their program goals.³¹ With this in mind, interview and FGD participants did share their own perceptions of the impact of their work at the community level. While these claims could not be triangulated or independently verified and therefore *do not provide conclusive evidence*, together they suggest that the YEPS program is *working toward* to a broader trend in Timor-Leste of greater stability and democratization- though whether these efforts have *resulted in any contribution* is unknown.

First, the YEPS program activities and outputs directly addressed issues of stability and democratization in Timor-Leste. MAGs, domestic violence and youth unemployment, which pose a direct threat to peace and security, were both covered extensively in Babadok Rebenta as discussed on page 26. Outside of the media program, the youth forums covered a wide range of topics directly related to stability and democratization. For example, as shown in the National youth forum report for 2012, the 2012 regional youth forums focused on the upcoming elections, and gave election officials and district administrators the opportunity to discuss with participants how to prevent violence while allowing greater voice for youth.³² SFCG staff believe that this contributed to the overall low levels of violence observed during the

³⁰ SFCG claims that these conclusions are literally identical to those identified in their own forum activities.

³¹ Woodrow, Peter. *"Methinks he Doth Claim Too Much: The Problem of Over-Claiming."* Starting on the Same Page: A Lessons Report from the Peacebuilding Evaluation Project. Alliance for Peacebuilding. 2011.
<http://www.cdacollaborative.org/media/180520/Starting-on-the-Same-Page-A-Lessons-Report-from-the-Peacebuilding-Evaluation-Project.pdf>

³² The role of the project in preventing election violence was greatly emphasized in the YEPS proposal. However, by the time the baseline study took place, the 2012 elections had already (peacefully) occurred. The next elections in

2012 elections. Other forums addressed issues such as decentralization, the provision of telecom services, and PNDS. Lastly, at some³³ of the forum activities, youth had the opportunity to directly engage with and even question their government officials- showing that the forums promoted democratization in both topic and methodology.

Secondly, as described on page 29, SFCG has been heavily involved on behalf of Timorese youth in rewriting Timor-Leste's national youth policy with focus on youth crime/violence issues. SFCG's input into this process is based on its extensive work through the youth forums understanding youth priorities, challenges, and concerns- and in which it is now extremely well versed. The policy has not yet been completed and has therefore not had an effect on the country at large, but this is still undeniably a step utilizing democratic processes and activities to address root causes of instability and youth violence.

SFCG Media Manager: "When the crisis happened in 2006, it created a lot of MAGs and tensions which involved young people. We needed...more programs so [youth would know] how important they are for the nation. BR had several series about MAGs: their history, their impact. It said that our leaders used MAGs for good purposes during independence in the past, but now it's for bad things like to fight and kill one another. We tried to have them understand MAG history so they understand them in the proper way. I think we contributed to the security of this nation- and that's just one topic."

Secretary of State for Youth and Sports: "YEPS has really contributed to creating peace and harmony in communities by involving young people to address issues. YEPS also provides information to young people so they can really understand what is going on in development and what are the challenges."

Finally, the radio station members also believe that their work has influenced community stability, particularly through their effect on youth behavior, gender issues, governance, and their work resolving MAG conflicts on air. These claims are weakened by the fact that the 2014 mid-term media monitoring report concluded that often the broadcast times for Babadok Rebenta and KDD happen during the day when many people are out at work or school, and often listeners only catch the tail end of programs when they return home at in the evening, and thus were often not able to remember the topics of the radio programs that aired.³⁴ There have been no media surveys since 2014 to confirm whether this has changed. Therefore, claims below from radio station members suggest that there may be some effect among a small group of listeners, but these claims cannot be independently verified or assumed to represent the experience of the entire community.

Effect #1: Youth are less likely to sit idly and turn to alcohol and drugs, and instead seek gainful employment.

- Manatuto's radio manager believes that, "Babadok Rebenta is helpful for the community in this district. Young people are very vulnerable to conflict and violence. When they listen to this radio program, they can learn and use it in their daily life." He has seen this change among young

Timor-Leste are not scheduled to occur until 2017. For this reason, election violence prevention did not feature heavily in the YEPS project after 2012 and were not examined in this evaluation.

³³ There was a range of responses in this area. In some of the CLT/forum FGDs, youth mentioned that the government officials only came for the Opening Ceremony and did not stick around to attend the Open Spaces discussion sections. In one, a youth complained that only 3-4 youth got to participate in Q&A because of limited time. However, there were several examples of government officials saying that they themselves participated in Q&A and engaged with the youth during forums, such as the government officials from Liquica, Ermera, and Dili.

³⁴ Media mid-term monitoring report pg. 28.

people and in women's groups. He shared that "Young people used to just sit around for drink [alcohol] and do drugs, but after the program the youth are looking for a way to get money from activities they are involved in. They don't involve themselves in drugs or sitting around as much. Some young people now work in the rice fields helping their parents, when they didn't before." Two volunteer reporter in his station concurred, sharing that, "Not 100%, but some of [the youth] have changed. From 2007-2010 there are a lot young people drinking and doing drugs and sitting around. From 2011 until now, it's less. People are looking for a job in Dili, some fish. Some help at home."

Effect #2: Reduced conflict between MAGs and local authorities.

- A Baucau radio station member shared a belief that youth who listen to the community radio programs apply the conflict resolution techniques that they learn and sometimes even do it on air during radio talk shows. They even had one show where they invited a MAG, a local administrator, and the police to do a live talk show where they solved a problem these three groups had been facing with one another. He claimed that this issue was actually solved on air and resulted in an official statement from each of the parties that they could cease fighting.
- In Dili, the radio station members shared that before the station existed the area where they are located experienced conflict. They believe that their radio program had an impact on reducing conflict, because their principle is "Peace Starts with Me." When violence occurs, the radio members go and interview people and tell that that they have their right to speak, but peace starts with everyone and is their responsibility too. Also, sometimes the radio listeners who like their programs meet together to discuss peace issues.

Effect #3: Addressing challenges of governance to create responsiveness from public officials.

- In Baucau, the community radio station aired a program about roads breaking. Later they interviewed relevant government officials who are responsible for roads and talked to community members about their road-related needed. Then they mixed and broadcast the show. The station members believe that both the community and the government listened to the show, and that as a result the road in question was fixed.
- Also in Baucau, the radio program brought key changes to local water infrastructure. In the village of Tirilolo, there was no clean water system in place and the members of that village would have to purchase water. After the community radio interviewed local residents and relevant government officials through their Community Voice program, a clean water system was finally installed for the first time in 24 years.

Effect #4: Increased understanding of women's rights and gender issues.

- The radio manager in Manatuto believes that their talk show programs on early marriage have helped to reduce the rate of this problem in his community.
- Radio members in Liquica believe that Her Story (through the DAME project, though YEPS provided general capacity building) have increased access to land rights for women and have also resulted in a general increase in listenership. "Here in Liquica, its mostly only men who have access to land. After this program broadcasted out, finally some of the community became aware that we are wrong and our daughter also has a right to land. Finally they also give land to their daughters." Another member shared, "In Fatukesi village, mostly men have access to land and not women. Right now after this program it's not 100% but maybe 50% of the community is aware that what they are thinking is wrong and they have to divide land to their daughter." Said another member, "I only did the survey but I observed that the community is changed. They

understand about divorce and land disputes through Her Story. They also listen to Babadok Rebenta, it's a very attractive program."

- In Aileu, a radio station member shared that "I have observed that before, there were a lot of negative attitudes and crime and domestic violence. But with these programs like KDD, talk show, Babadok Rebenta, when they listen, they change their minds on their attitudes. For example, domestic violence used to be very high, but after the program it is low. It is not ONLY because of the radio program but also the work from police. Still, I believe that the radio program has been very effective at having an impact on the community."

3. Youth Engagement with Decision Makers

How has the project contributed in promoting culture of inclusive dialogue and collaboration among youth and the decision makers? Are there abundance of examples of constructive engagement of NSAs, Youth and GOTL institutions in promoting peacebuilding and development in the country? What change in access to leaders has emerged as a result?

In terms of culture of engaging youth, current practices among the eight government officials were very mixed. Five of the eight government officials already believe that they work with youth. Of these five, two provided examples of inclusive, consultative engagement, such as seeking youth feedback on the implementation of the PNDS. Two gave examples of their engagement it was in the context of a top-down relationship such as providing services or having the youth ask permission for their own activities rather than collaboration in the true spirit of partnership. The final example is the national SoSYS Youth and Sports, who has a close relationship with SFCG and takes youth collaboration very seriously through the national youth council and various youth organizations, but feels strained by the lack of resources.³⁵ Overall, there has been no discernable effect of a broad cultural shift among government officials towards engaging youth, and there are only a small number of isolated examples of youth and government officials engaging constructively as a result of the YEPS project.

Please see pg. 19 and 21, respectively, for further information.

4. Institutionalizing Conflict Sensitivity and non-adversarial culture among government and youth

What is the contribution of the project in institutionalizing the conflict sensitive and non-adversarial culture among Youth and Government, journalists and media outlets in Timor-Leste?

As discussed on pg. 21, youth and government still have very few examples of constructive engagement in which to demonstrate conflict sensitive and non-adversarial culture. Regarding journalists and media outlets, please see pg. 25 for a complete analysis.

5. Leadership and Belongingness among Youth and Women

To what extent the project has contributed in developing a sense of leadership and belongingness to the society, especially among the youth from marginalized groups and women?

³⁵ Interview with the Secretary of State for Youth and Sports

Pg. 17 discusses how the YEPS program was successful in cultivating a sense of leadership and motivation to youth who participated in the CLT, the forums, and the debate program. In most cases, the youth who reported these changes were males, though there are a small number of examples when young females have also taken leadership roles.

Regarding the media components, the radio programs and comic books placed heavy emphasis on issues that marginalize women and prevent them from engaging in society, such as domestic violence and the patriarchal cultural tendency to keep young women in the home. As discussed on page 15, these messages were enthusiastically received among reading club participants, who then felt empowered to promote awareness and discussion on these issues in their homes and communities. With the radio, there is no strong evidence from the mid-term survey the broadcasts have contributed to a shift in this area. Regarding the listening club, the three youth who attended the FGD could not remember any of the topics from the radio shows. However, the mid-term study FGDs conducted for KDD showed that the character of Linda resonated with some young women who have no power to confront their step mothers, and inspired them to speak their minds at home. Listeners also came away remembering that early marriage is not a solution for young people because it requires a lot of responsibility and can lead to domestic violence.³⁶

Together, this data suggests that in some individual instances the project contributed to a sense of leadership and belongingness among youth, including young women, but that this occurred to a very limited and isolated extent.

6. Perceptions of government and governance

How have the media activities influenced people's perception of governance and government leaders in Timorese society?

Though the community radio stations claimed to provide substantial coverage of governance issues (see page 32), in the limited data available about community reactions shows that people do not recall listening to shows on this topic, and therefore they would not have experienced a change of perception.

As part of program monitoring, SFCG conducted FGDs with listeners and non-listeners of Babadok Rebenta and Karau Dikur ba Dame. The Babadok Rebenta FGDs showed that most of the participants were not able to remember specific topics that they listened to, and those few who did remember specific topics said overall that the radio program “helped them to deepen their understanding and [reminding] them to avoid attitude that has not given benefit into their life.”³⁷ This summative statement is followed by several specific quotations from listeners, which focus on avoiding domestic violence, early marriage, issues of HIV/AIDS prevention, youth conflict in MAGs, and youth proactivity. The Babadok Rebenta FGD summary report concluded that “Radio Babadok Rebenta program broadcasting is not enough to listenership to attract them and change knowledge, attitude and behavior. The Babadok Rebenta program needs to extend broadcasting time to reach its full value. This observation was supported by the discussions from the all participants who participated in the 18 FGDs.”³⁸

³⁶ See pg. 1 of KDD FGD Summary Report

³⁷ See pg. 3 of Babadok Rebenta! FGD Summary Report

³⁸ See pg. 6 of Babadok Rebenta! FGD Summary Report

7. Youth working across dividing lines

To what extent the media programs and other project activities have helped youth work together nonviolently across dividing lines?

None of the ten leadership activities discussed on page 20 involved youth working across “dividing lines.” Indeed, across all of the youth FGDs and interviews, the issue of division *among youth*- such as mistrust over a social, political, economic, or geographic division- never once was mentioned by the youth. Youth involvement in MAGs was the only “conflict issue” or potential “dividing line” ever raised by youth, government officials, media representatives, and SFCG staff, but in all instances where MAGs were discussed, the interviewee talked about conflict occurring over personal issues and disputes rather than broad social fault lines. For this reason, youth cooperation across some pre-existing boundaries was not a relevant topic or focus for media programs.

8. Youth role models

To what extent the project media activities have contributed in highlighting role models among youth and women who advocate for community needs?

During the media KIIs, all six radio stations claimed to highlight role models among youth and women through both the SFCG-created radio programs (Babadok Rebenta and KDD) as well as their own programs, including the radio talk shows that they learned through YEPS. A common topic was to highlight on air youth who created their own job opportunities instead of turning to drugs and alcohol, often bringing them in to talk to youth who have dropped out of school or become prey to negative influences. When asked if they will continue to make such programs in the future, the journalists from Dili responded “Yes, because this is our mission. Sometimes people like government or institutions always think that young people are not good people and always involved in creating problems and conflict violence. So we would like to reduce this thinking from them to the young people. We also know that in Timor-Leste we have a lot of conflict violence, so one reason we are here to reduce conflict violence. If this kind of program continues from SFCG, we want to partner again.” Because there are no saved recordings of any of the Babadok Rebenta radio magazine broadcasts, it is impossible to objectively verify this information. However, the SFCG Media Manager corroborated that youth were interviewed quite heavily on the radio in the form of role models in every single Babadok Rebenta package sent to radio stations.

To what extent the media programs influenced citizen (especially youth and women) to work as role model for governance and leadership in Timorese society?

The media programs have not yet had a demonstrable effect on influencing citizens to work as role models for governance and leadership. Additionally, the listener surveys conducted through the YEPS project did not address behavior change issues. That said, achieving such levels of behavior change is extremely ambitious for a three year peacebuilding project, especially one where broadcasting and media capacity building activities are not followed up by community engagement activities.³⁹ For community radio stations, their priorities remain very much on developing their capacity, which remains

³⁹ SFCG held only one listening club, which met only one time, with youth in Ermera.

exceptionally weak. Radio stations still lack basic equipment, personnel, and program quality; their focus is on these issues rather than achieving such “impacts” at the community level just yet. Through the mid-term media monitoring study, SFCG learned that their next focus with the stations should be to teach them to engage their communities more effectively.⁴⁰

9. Sustainability

What aspects of the project outcomes are likely to be sustained after the life of the project? Have there been any particular mechanisms in place to ensure sustainability of initiatives?

It is difficult to accurately assess sustainability, given that the evaluation was completed in May 2015, before the program finished in June 2015. To properly assess sustainability, data collection should be completed several months or even years after a project has taken place. This was discussed with the SFCG-TL team, who was interested in collecting participant’s perspectives about which effects of the program would last. The information presented here should be taken in that context, rather than as measurable changes that have proven their ability to endure.

Regarding the media components of YEPS, the aspect most likely to be sustained after YEPS finishes is the utilization of the comic books. SFCG’s Country Director has been in contact with the Ministry of Education to discuss using the comic books in the formal education system. If these discussions are successful, the comic books can be used to reach a broader youth audience within Timor-Leste. The SFCG-created radio programs of Babadok Rebenta and KDD can also be used in the future, but there are not currently any plans for this. They could easily be broadcast again and/or integrated into a public outreach and dialogue component of a future program. In regard to the capacity building for radio journalists, the knowledge acquired at community radio stations will continue to erode as long as journalists are unpaid and leave their volunteer positions for actual employment without any mechanisms for knowledge transfer (see page 24).

On the youth programs, none of the separate program activities were designed with sustainability in mind. Indeed, with the exception of the forums, all youth activities were inherently one-off, leaving youth frustrated at the lack of a next-step or upcoming opportunity to continue to develop themselves and utilize their skills. For this reason, the changes that resulted from the youth activity are not sustainable, but a future program can build off of the skill building and leadership initiatives that did occur if undertaken in the near future while youth retain their skills and knowledge.

Coordination

How has SFCG managed coordination with Arte Moris and TLMDC? What were the major coordination challenges, if any? How SFCG did managed/overcome those challenges? Are there any rooms for improvement in coordination mechanisms? If yes, how can it be made more efficient and effective in the future?

SFCG worked closely with TLMDC on the production of both Babadok Rebenta and Karau Dikur ba Dame through the YEPS program. The TLMDC Director believes that through this process, he and his staff

⁴⁰ Mid-term media monitoring report pg. 27

learned new skills and knowledge (though he was not more specific) by working with SFCG. Though the programs were completed successfully, they were not without some hurdles. According to the TLMDC Director, one challenge was related to SFCG not having enough budget to complete the radio program, though he doesn't remember specific detail as to which program this was for. He claims this has also happened with some community radio stations. Finally, he also pointed to some communication challenges with regard to managing SFCG's various radio programs, especially when staff were often traveling between the office and the field. He recommends more regular meetings with SFCG to improve coordination.

According to the SFCG Country Director, SFCG and TLMDC engaged regularly with one another, but internal conflict and management problems within TLMDC that caused significant friction and disempowered their general staff, and this caused problems in the partnership. He said that he tried to handle these problems delicately and diplomatically with the director, but was not always successful. He shared that Arte Moris had similar problems, and that because they only partnered for three months, the SFCG's capacity building efforts for Arte Moris, including training in conflict resolution and leadership, did not have full effect. In the future, he said that he would work to do even further capacity building and be even more strategic about how to strengthen partners facing these sorts of problems.

USAID Visibility

According to the SFCG Youth Program Manager, SFCG-TL took USAID visibility promotion very seriously. They used the logo heavily in their promotional materials and shared with USAID all activity agendas before sharing them with delegates. One month before the activity, he would design banners, press releases and invitations and always seek approval from USAID before printing, also making sure that USAID logos were always visible. The director of TLMDC corroborated this, sharing that the USAID logo was made visible on advertising material. The Arte Moris staff explained that while they did not use the USAID logo visually, they explained to participants that the funding was from SFCG and USAID.



Recommendations

1. **Address the high turnover rate among volunteer journalists in future radio capacity building efforts.** Until this problem is addressed, SFCG capacity building efforts will continue to both help and hinder the strengthening of community radio stations in Timor-Leste. This issue is particularly important because, according to the SFCG Media Manager, the lack of funding has driven some community radio stations to want to integrate into government-run municipal radios, but this risks eliminating one of the few sources of independent, grassroots-run media sources in most of the country. She shared that there have been some efforts within community radio stations to create rules whereby trained individuals have to stay for a few months or one year after receiving training. In practice, however, the station managers have no ability to enforce such an edict. There are many potential solutions that, applied in tandem, could be very effective at reducing “knowledge leak” among community radio stations. One is to provide trained individuals with handbooks or other manuals to bring back with them to their stations that could serve as institutionalized knowledge. Another idea, suggested by the SFCG Country Director, is to work with secondary school students as journalists which could serve the double purpose of enhancing youth skills while working with volunteers who would be likely to stay for a longer period of time. Another idea is to include sessions on knowledge transfer or skill sharing at trainings.
2. **Capitalize on the effectiveness of the comic books.** Though only three comic books had been distributed at the time of the YEPS evaluation, the youth who had received them and participated in a listening club were extremely enthusiastic about the books- not only because they were engaging, but because they provided constructive messages on social issues that the youth viewed as important to their personal relationships and livelihoods. In most cases, youth shared the comic books with parents, siblings, and friends, creating a powerful multiplier effect

of a single book. There are currently efforts by SFCG-TL's Country Director to coordinate with the Ministry of Education about the possible use of the comic books in schools. This is an excellent effort, and any such initiatives to re-print or expand the distribution of the comic books are likely to yield very positive impacts.

3. **Expand future youth programming to work with youth in remote areas.** The youth FGDs for the YEPS evaluation almost unanimously urged SFCG to expand their work to engage youth at the suku-level, village level, and in rural areas. The USAID representative also observed that many of the youth who participated in the CLTs and national forums through YEPS were the same faces year after year, and often the same faces appearing in the National Youth Parliament- a pattern which limits leadership development opportunities to a clique of already engaged and high profile youth leaders. To date, most of the youth activities conducted by SFCG have taken place in district centers, largely but not exclusively with youth who live in these central areas. Working with youth in more remote areas will be financially and logistically challenging, but the youth in these areas face the most limited opportunities in terms of employment, education, and information connectivity, and are therefore the most vulnerable to recruitment by MAGs or manipulation by political leaders. To do this, SFCG-TL would also have to adopt new recruitment efforts, beyond their existing strategy of working with youth from the youth mapping and then using them to recruit their friends. Such efforts would be providing peacebuilding programs and resources where they are most needed and have the potential to yield the biggest possible impact.
4. **Design youth-oriented activities that stick to one strategy and the build on each other with the same group of participants.** The YEPS program logic for youth empowerment was based on a broad approach by conducting art classes, debate clubs and panels, CLTs, forums, one listening club, and reading clubs all with different groups of youth, save some small overlap between CLTs and forums. This approach was good for "testing" the effectiveness of different activities, but when the program proposal was originally written, all youth activities were assumed to have the same goal when in practice they differed- the comic books changed knowledge on social and family issues, the debate club taught analysis and public speaking, the forums engaged youth with public officials, and the trainings taught concrete skills in problem solving and leadership. Because of these different de-facto goals, and the fact that each youth activity (save some small overlap between the CLTs and forums) engaged different youth, the activities did not build off of one another or contribute to a shared purpose. Moreover, this strategy had a major drawback in offering newly engaged and enthusiastic youth no outlet or next step in which to apply themselves- or in which to engage government officials after forums ended. Now that the CLTs and forums have shown to be the most effective for engaging youth in civic leadership, SFCG should concentrate on these sorts of activities and with a narrower group of youth who are engaged through multiple activities over time and can therefore be empowered to reach their full potential and who can then themselves work to engage other vulnerable youth. Though this recommendation may appear contradictory to the one prior, it is possible to do both, such as by strengthening the capacity of existing youth leaders to empower other youth in vulnerable areas and also by more carefully designing the types of youth activities to sponsor so that they can build off another toward a clear objective.

Conclusions

YEPS was a very successful project, though this assessment depends on the level of expected achievement. The original project proposal was *highly ambitious*, and focused on changes in behavior and relationship, especially related to youth civic activism and youth relationship with public decision makers, that were somewhat unrealistic for a three year project. Furthermore, given the very low capacity of community radio stations, it is perhaps too much to expect that radio would become a transformative tool to educate youth and motivate them to be proactive community change makers purely through the process of passive listening. To compound this challenge, the YEPS evaluation TOR and Lines of Inquiry placed emphasis on identifying changes at the impact level and asked ambitious questions about program effectiveness that may overshadow the YEPS's programs truly meaningful achievements.

That said, the evaluation uncovered that the SFCG-TL program staff and leadership, as well as the funder (USAID), had informally developed more realistic expectations based on a knowledge of what is logistically, financially, and contextually appropriate for YEPS to achieve within a three year time period. These expectations focused at the level of getting youth engaged in YEPS activities at all, strengthening positive attitudes, encouraging youth to collaborate, giving them exposure to public officials, and building the capacity of community radio stations to deliver higher quality radio programs to their community. They placed less emphasis on youth starting new leadership activities in their communities, motivating government officials to reach out to youth and partner with them independently, and engaging youth as radio listeners so that the SFCG-produced programs would have a tangible effect. Using these more grounded expectations, the YEPS program team has many achievements to celebrate.

With this in mind, the YEPS programs successes and limitations are here described according to each program objective:

Objective 1: Foster responsible participation in Timor-Leste's elections and post-elections processes.

Timor-Leste's last elections took place in July 2012, and since that period, the issue of election participation and ensuring peaceful elections has not been a strong focus in Timor-Leste or with SFCG. The next elections are not scheduled to take place until 2017. That said, the YEPS project provided timely support to the peaceful election process in 2012 by making that topic the focus of their national youth forum, contributing to an overall effort in Timor-Leste that ensured that the elections took place without substantial violence or hostility.

Objective 2: Connect youth with political decision makers at a national level to explore and articulate salient issues and drivers of youth-related conflict.

The YEPS and DAME forums gave youth direct opportunities to hear from local and national government officials about public issues that are relevant to their lives, such as security, education, and village administration. In most cases, the participating government officials acted primarily as speakers, and have not sustained any communication with forum youth after the events concluded. The forums also included question and answer sessions, which allowed youth to directly question and talk with government officials, though time management issues at the forums limited the length of this engagement.

The eight government officials interviewed for this evaluation were divided in the extent to which they engage youth and see youth truly as partners. However, the SFCG Country Director, who has worked on youth and governance issues for many years, shared that he has observed key, incremental changes among government officials nation-wide on becoming more open minded and willing to engage with youth in meaningful ways. SFCG's newfound, strong relationship with the Secretary of State for Youth and Sports is evidence of this change- slowly, government officials are starting to listen and be true "partners." Moreover, SFCG has been actively applying their findings from the forum activities as a leader in the re-writing process of the National Youth Policy, which will influence government decision making throughout the country about how to address youth, conflict, and crime issues that are at the heart of Timor-Leste transition to democracy and stability. The Country Director further shared that SFCG's transformation into a nationally recognized leader in youth capacity building and advocacy issues is among the biggest successes of the project.

Objective 3: Provide at-risk and disaffected youth nationwide with reliable information and specific skills to proactively address and respond to conflict related issues

The YEPS project was successful in building skills in leadership, problem solving, and conflict resolution among Timorese youth, particularly those who participated in the CLTs and the forums. Many youth participated in CLTs, which successfully taught youth to identify problems, jointly brainstorm solutions, and work as a team to apply them. The local, regional, and national youth forums educated youth about a wide range of democratic issues including decentralization, internet connectivity, and the national village development plans. Beyond this, youth from the FGDs on these areas spoke frequently about learning to "increase their mentality", or develop positive and proactive attitudes about their role in the community. The evaluation identified ten unique "leadership activities" among youth who participated in the YEPS project, such as starting a seedling planting project or applying the Open Spaces methodology from the CLTs to health trainings with youth in their community. Though this level of enthusiasm and achievement was concentrated among a few "superstar" youth in each community, many youth spoke about having applied new conflict resolution techniques in their personal lives to mediate disputes with family, friends, and neighbors. This same application of advocacy and dispute resolution skills was recounted by the vast majority of youth who read the YEPS comic books and participated in the listening club, the majority of whom gained the confidence to address issues such as domestic violence and patriarchy in their own homes and neighborhoods.

Regarding the influence of the media activities, the biggest change was the increase in skills and capacity among community radio stations. Through YEPS, SFCG created two high-quality radio programs, the news show Babadok Rebenta and the drama KDD, which were broadcast all over the country to address youth and conflict issues, such as unemployment, MAGs, land disputes, and domestic violence. A large scale media survey was not included in the final evaluation, though a 2014 survey conducted by SFCG-TL showed that Babadok Rebenta and KDD have high listenership rates at 51% and 41% (respectively), but that few could specifically identify program topics, and that there were challenges with the radio shows not being broadcast at night, when people are most likely to listen.

Appendices

Table of Indicators

Indicator	Baseline Measure	End of Project Target (PMP)	Actual Findings
# of East Timorese youth in targeted communities who have demonstrated the use of non-adversarial approaches and cooperative solutions	Not available	20	11 youth demonstrated such knowledge by implementing independent leadership initiatives
% of youth surveyed in the project locations who are collaborating with social and political structures for common community projects	20% of youth	25% increase	There was no youth survey in the final evaluation. 3 youth from FGDs said they collaborated with government officials.
# of collaborative activities led by young women	Not available	35% of all activities	3 activities. This is 27%
# of people from 'at-risk groups' reached through USG-supported conflict mitigation activities	Not available	50 people	1299 youth participated in the project
% of youth participants who demonstrate increased knowledge of leadership, democratic principles and conflict transformation	Not available.	25% increase	11 youth demonstrated such knowledge by implementing independent leadership initiatives
# of joint initiatives organized by East Timorese youth and national level political decision makers that promote constructive engagement of youth in peace and development process	Not available	5 joint initiatives	0 joint initiatives
% of population (youth) that listens regularly to the radio magazine and radio drama	19% BR, 8% KDD	44% BR, 33% KDD	51% for BR, 41% for KDD

Terms of Reference

Terms of Reference

Final Evaluation

Youth Engagement to Promote Stability (YEPS) Project

Search for Common Ground (SFCG-TL) Timor-Leste seeks qualified consultant(s) to conduct a Final Evaluation of its project “Youth Engagement to Promote Stability” being implemented in all 13 districts of Timor-Leste. The project started on April 2012 and will end on April 2015. For this consultancy, SFCG|TL seeks to procure the services of an independent, external consultant(s) to design, plan and conduct a high quality final evaluation covering at least six district among the 13 districts. The objective of the Evaluation is to assess and evaluate the project performance and achievement against the set goals, objectives and results as described in the logframe.

Introduction

Search for Common Ground (SFCG, www.sfcg.org) is an international, non-governmental organisation whose mission is to *“transform the way the world deals with conflict: away from adversarial approaches, toward cooperative solutions.”* With programming in 35 countries in Asia, Africa, Eastern Europe and the USA, SFCG works with governments, security sectors, civil society, media, women, youth, and other relevant sectors in order to maximise its’ influence in the prevention and transformation of conflict.

SFCG began its work in Timor-Leste (TL) in April 2010 through its Youth Radio for Peace building project. In April 2012, in 2012 SFCG Timor-Leste was awarded a grant to implement a 3-year project entitled, **Youth Engagement to Promote Stability** that continued and expanded USG assistance to implement conflict mitigation and peacebuilding activities targeting at-risk and disaffected youth in all 13 districts. Overall, it seeks to bridge the gap between Timorese youth and social and political structures at the local and national level and contribute to conflict prevention through the innovative use of media. The **three-year** project includes a combination of civic education, engagement, and media activities.

Background

Timorese society has been facing many challenges and problems that emerged after the restoration of independence in 2002 but little attention has been given to the youth from the political leaders. This has led to conflict and violent acts in the communities both in the districts and in Dili. The violent activities mainly emerged due to problems of unemployment, emergence of free markets, inflation, and domination of foreign workers opening businesses. These factors have left youth out of the process, which leaves them feeling like observers, not as active actors in the development process of their own country.

According to the 2010 Census⁴¹, 46 per cent of Timor-Leste’s populations were under the age of 18 while 30 percent were between the ages of 15 and 29 years old. Every year 15,000 - 20,000 enter the job market but employment is scarce, especially in the districts, which is a pull factor for youth to come to

⁴¹ Census 2010, Ministry of Finance, Government of Timor-Leste

Dili to look for education, employment, and vocational training opportunities. Moreover, many young Timorese are seeking opportunities to study and work abroad through scholarships and overseas employment programs or with support from their families. Evidently, Timor-Leste's young population is facing many obstacles that can impede the peacebuilding and development process. Some of the challenges⁴² that youth face are full of complexities that put youth at risk, especially those who become or are involved in violent activities, combined with economic, social and political factors such as: *Poverty and Unemployment, Connection and Cohesion in the Community, Marginalization and Dissatisfaction with the Political Process, Society and Culture, Weak Justice Institutions, etc.*

With the above factors, a pull factor has occurred where youth are joining together into groups and also hiding their identities in these groups to protect themselves from the environment in which they live. Many times throughout the youth forums held by SFCG, many of young people voiced their feelings of insecurity in their own communities, feeling prejudiced, and so they have no clear vision for their futures.

Project Objectives

The project is built on the Youth Radio for Peace Building- YR4PB project. The overall goal of the project is **to bridge the gap between Timorese youth and social and political structures at the local and national level and contribute to conflict prevention through the innovative use of media.** It seeks to achieve the following objectives:

- Foster responsible participation of youth in Timor-Leste's elections and post-elections processes.
- Connect youth with political decision makers at a national level to explore and articulate salient issues and drivers of youth-related conflict and how to engage youth to address them.
- Provide at-risk and disaffected youth nationwide with reliable information and specific skills to proactively address and respond to conflict related issues.

To achieve the aforementioned objectives, the project will seek to attain the following **expected results**:

1. Improved engagement and dialogue between Timorese youth, local government and community leaders to explore issues related to youth, conflict, peacebuilding and reconciliation.
2. Improved understanding of youth-focused peacebuilding and conflict issues by government and community leaders.
3. Improved youth, media, and peacebuilding sector coordination between stakeholders active in youth engagement activities.
4. Equip youth in all 13 of Timor-Leste's districts with an improved understanding of conflict related issues and specific skills to enable proactive ways of conflict prevention, mediation and resolution.
5. Improved capacity of Timorese media institutions, particularly community radio stations, to produce and broadcast conflict sensitive programming.
6. Improved civic understanding among Timorese youth as well as socialization with their roles and responsibilities as rights holders and equal participants in a democratic system.
7. Equip youth with an improved understanding of elections related conflict and specific skills for preventing and managing election related violence/conflict.

The project Partner its scope of responsibility:

1. CNTL – Conselho Nasioanl Timor Leste (Timor Leste National Youth Council): responsible for organizing and facilitating all the Youth Forum and Civic Leadership training
2. FTM – Forum Tau Matan Timor Leste: Responsible for Organizing and facilitating Regional and National University Debates
3. Arte Moris: Responsible to organizing and facilitating Regional Art Class
4. TLMDC: Timor Leste Media Development Centers; Responsible for the production of all Media related activities.

Evaluation Objectives and Key Evaluation Questions

The overall objective of this final evaluation is to assess to what extent the project has contributed in strengthen stability process in Timor-Leste and how has it improved the communication and dialogue between youth, CSOs and decision makers at various levels. SFCG wants to explore how the YEPS project was implemented, to what extent the project objectives and results were achieved, as well as furnish recommendations for similar and expansion of project interventions for the future.

In accordance with the OECD-DAC Criteria of Evaluating Conflict Prevention and Peacebuilding Programming, SFCG sets the following criteria and key questions for the evaluation:

1. Relevance

- To what extents the objectives of the intervention were consistent with the needs of the beneficiaries, partners, donor's policies, and GoTL's strategic plan (2010-2020)?
- How relevant was the methodology and approach given the social, political and conflict context in Timor-Leste?
- How relevant are the project strategies and activities as perceived by the beneficiaries and other community stakeholders?
- What, if any, are the project's unique contributions to Government strategy or policy related to youth empowerment, participation and leadership and media strengthening in Timor-Leste that were not previously being provided?
- How relevant was the project strategies and activities to address the changing dynamics among current generation of youth in Timorese Society?

2. Effectiveness

- What are the major outputs and outcomes of the project? How is the progress in comparison to the relevant baseline data?
 - To what extent has SFCG achieved its goal of increasing the capacity/skills of project partners, journalists, youth and local civil society leaders in conflict transformation and conflict sensitive journalism?
 - To what extent the project has contributed in improving coordination and cooperation/collaboration among youth, CSOs, local constituencies and decision makers/GOTL authorities in peacebuilding and development process?
 - To what extent the project has contributed in promoting common ground journalism in Timor-Leste? Has there been any shift in media's role in promoting peacebuilding and conflict sensitive development in Timor-Leste?
- How have youth organized differently as a result of this project intervention?

- Has there been any shift of perception among adults on the potential of youth as key contributors of the society?
- How SFCG influenced the GOV of Timor -Leste in this case Secretary of State for Youth and Sport on their policy related to youth?
- What major factors are contributing to the achievement or non-achievement of objectives?
- Are there any unintended positive or negative outcomes/consequences of this work in Timor-Leste?

3. Impact (included intermediate impact)

- What is the overall (direct and indirect) contribution of the project in strengthening the Stability and democratization processes in Timor-Leste?
 - How has the project contributed in promoting culture of inclusive dialogue and collaboration among youth and the decision makers? Are there abundance of examples of constructive engagement of NSAs, Youth and GOTL institutions in promoting peacebuilding and development in the country? What change in access to leaders has emerged as a result?
 - What is the contribution of the project in institutionalizing the conflict sensitive and non-adversarial culture among Youth and Gov, journalists and media outlets in Timor-Leste?
 - To what extent the project has contributed in developing a sense of leadership and belongingness to the society, especially among the youth from marginalized groups and women?
- How have the media activities influenced people's perception in leadership and governance in Timorese society?
- To what extent the media programs influenced citizen (esp youth and women) to work as role model for governance and leadership in Timorese society?
 - To what extent the project media activities have contributed in generating role model among youth and women who advocate for community needs?
 - To what extent the media programs and other project activities have helped youth work together nonviolently across dividing lines?
- What aspects of the project outcomes are likely to be sustained after the life of the project? Have there been any particular mechanisms in place to ensure sustainability of initiatives?

4. Coordination

- How has SFCG managed coordination among implementation partners? What were the major coordination challenges, if any? How SFCG did managed/overcome those challenges?
- Are there any rooms for improvement in coordination mechanisms? If yes, how can it be made more efficient and effective in the future?

Horizontal issues (USAID visibility)

The evaluation should look if necessary steps have been taken by SFCG to publicise the fact that The USAID has financed the program, such measures must comply with the branding policies and marking requirements of USAID for implementing partners⁴³

⁴³ Administration of Assistance Awards to U.S. Non-Governmental Organizations; Marking Requirements

Evaluation Methodology

The evaluation is meant to produce information and make recommendations that are valid and reliable based on actual data and analysis. We expect that the methods to be used by the evaluator in completing this evaluation will include a mixed methods approach, including, but not necessarily limited to: document review, analysis and review of monitoring data, key informant interviews, focus group discussions (FGDs), surveys, case studies using most significant approach (MSC), observation, etc. The evaluator should employ “triangulation” between several methods of data gathering where attribution of a net change to a project intervention is difficult, by eliciting responses from several different types of sources (e.g., program management, key informants in community radio stations, SFCG’s / YEPS partners (CNJTL, FTM, Arte Moris, TLMDC and Community Radio Centre (CRC), GOTL officials and targeted youth groups including listeners groups).

The evaluator will be tasked with analysing both quantitative and qualitative data. Existing project documents, baseline report, listenership survey report, quarterly reports and along with other relevant documents will be shared with the evaluator.

The evaluator is expected to carry out a quantitative end line survey (similar to the baseline but shorter one with specific focus on major outcome indicators and listenership of radio programs). S/he is expected to draft the questionnaires in consultation with the SFCG Team and get approval of the questionnaires before administering the survey. The consultant will calculate sample size using statistically accepted methods, identifies local researchers, trains them on data collection and administers the survey in target locations with the sample population.

Similarly, the consultant is expected to develop FGDs/KIIs guiding checklists for different set of stakeholders groups such as youth, NSAs, Government officials, radio producers/journalists etc. SFCG team will review these checklists and needs approval before starting the fieldwork. These data collection tools will be part of an Inception report to be submitted by the consultant before starting the fieldwork for data collection. The consultant will conduct at least 10 KIIs and 2 FGDs in each of the districts and 2 stories collection using MSC approach.

Scope of Work and deliverables

The evaluation will be conducted in at least 6 of the 13-programe-implementation districts/Municipal. The target districts/Municipal will be finalized in consultation with SFCG after signing the contract.

Deliverables

1. Inception report to be submitted within five days of signing the contract. The inception report includes a brief introduction of the project, the evaluation objectives and final Key evaluation questions agreed with SFCG and the consultant, detailed evaluation methodology, including all required data collection tools (such as FGDs/KIIs checklists, survey questions, other tools) data analysis approach and the evaluation timeline from signing the contract to the submission of the final report. SFCG will provide a sample inception report for reference, if necessary. The inception report needs to be approved by SFCG DM&E Team before starting the fieldwork.
2. Field visit to all districts included in the evaluation plan.
3. Draft report for review by the SFCG TL team and the Asia Regional DM&E Specialist.
4. Final report after incorporating the comments and feedback from the SFCG Team and the Asia Regional DM&E Specialist. The report should be in English and no more than 40 pages in length and consist of;

- Cover Page. SFCG will provide sample cover sheet for reference.
 - Table of contents, list of acronyms/abbreviations and list of tables and charts
 - Executive summary of key findings and recommendations – no more than 3 pages.
 - Introduction: Context analysis, project description, evaluation methodology with clear explanation of sampling, survey methodology, FGDs/KIIs participant selection and data analysis approach.
 - Evaluation findings, analysis, and conclusions with associated data presented per evaluation objective and per evaluation criteria, via a reasonable balance of narrative vs. graphs and charts (mandatory).
 - Lesson learned, future opportunities and recommendations for similar interventions in the future. The recommendations should be forward looking and should focus on program design, planning vs implementation, implementation methodology and approach, project monitoring and evaluation system, among others. The recommendations should also be framed according to eh evaluation criteria.
 - Appendices, which include collected data, detailed description of the methodology with research instruments, list of interviewees, bibliography, and evaluator(s) brief biography.
5. The evaluator should submit an electronic version of the report
 6. Make a final presentation of the report with the SFCG Timor-Leste Team. However, this will be negotiated, if the consultant will be submitting the final report from outside of TL.

The evaluator works closely at every stage with the SFCG DM&E Coordinator and the SFCG Asia Regional DM&E Specialist. The evaluation report will be credited to the consultant and will be placed in the public domain at the decision of SFCG.

Evaluation Team

The evaluation team will include the evaluator, SFCG's DM&E Coordinator, SFCG Asia DM&E Specialist (remote support). The evaluator will be under the direct supervision of the SFCG Country Director. SFCG's DM&E Coordinator will be responsible for supervising the team and facilitating the needs of the consultant for the purpose of the evaluation.

Logistics

SFCG will provide logistic support to the Evaluator. SFCG Timor-Leste's DM&E Coordinator will assist the Evaluator in logistics, travel, translation (if required), accommodation, communications, and scheduling of meetings and appointments. SFCG will also ensure that all required documentation is made available to the Evaluator as required.

Experience and Qualifications

- A minimum of a Master's degree in social science or other related subjects. Candidate with (Master's degree peacebuilding, conflict transformation or international relations will be desirable);
- Between 5-10 years of DM&E experience required (experience in programme implementation preferred); experiences in conducting project evaluations in the following subject areas - governance, CSOs, Youth, media and peacebuilding programs) would be an added advantage;
- Work experience in Timor-Leste is an advantage;
- Work experience in a post-conflict environments required;
- English required; Tetun and/or Bahasa Indonesia desirable;

- Excellent writing and speaking skills in English; and
- Able to work in challenging conditions, and
- Sensitive to cultural issues.

Remuneration

The consultant will receive a daily rate for total of 35 working days; of which 20 days must be spent in Timor-Leste. SFCG will covers travel to and from home country; per diem and accommodation while in Timor-Leste; and local travel costs related to fieldwork.

The schedule of payment of the consultancy fee is as follows:

1. 40% will be paid upon signing the contract.
2. 60% will be paid upon completion and approval of evaluation report.

SFCG will be responsible for all air (if applicable) and ground transportation and translation services and accommodation of the consultant while He / She is in Timor Leste.

Recruitment Process and Timeframe: An application letter along with a CV should be submitted to Mr. Jose Francisco de Sousa (SFCG Country Director) via email: jdesousa@sfcg.org and CC Regional DM&E Director email: sdhungana@sfcg.org no later than 25 of March 2015. Questions regarding this Terms of Reference (ToR) should be submitted in writing by th 20 th of March 2015.

A decision on the selection of the Evaluator will be made by 15th of April 2015. The contract should be signed by 20 of April 2015.

The evaluator should begin the evaluation on 21th of April 2015 and be in Timor-Leste for twenty days during starting from the date above.

- The deadline for first draft of results will be 30th May 2015.
- Submission of the second draft of the report will be 5th of June 2015
- The deadline for final receipt of all deliverables will be 12th of June 2015.

A complete proposals/application should be submitted by the deadline and should include:

- Proposal (maximum 6 pages, including the methods and methodology to be adopted)
- Budget estimates and price quote
- CV
- Cover letter
- Availability
- References
- Writing sample

Inception Report

Evaluation Plan for Final Evaluation of “Youth Engagement to Promote Stability” Project

Timor-Leste
April-May 2015

Overview

This is an evaluation plan for a summary evaluation of “Youth Engagement to Promote Stability” in Timor-Leste. This 3 year project was funded by USAID and seeks to strengthen relationships between disaffected youth and public decision makers at the local and national level through the use of media and youth empowerment activities. The evaluation will use a utilization-focused approach and will cover 6 districts where the program was implemented. The evaluator will apply the OECD DAC Peacebuilding Evaluation Criteria of relevance, effectiveness and impact with additional attention to coordination and USAID visibility. The evaluator will adhere to the SFCG External Evaluation Guidelines.

The evaluation will be conducted between April and June 2015 with approximately 35 working days. Data collection in the field will take place beginning approximately May 9 and will be conducted by an external evaluator with assistance from the DM&E Coordinator, one translator and a team of local survey administrators trained by the evaluator. The evaluation report is scheduled to be completed by July 3rd. The results of the evaluation, including data collection and analysis, will provide guidance to SFCG-TL in developing future youth and media based programs to strengthen stability and youth inclusion throughout Timor-Leste.

Background

Search for Common Ground in Timor-Leste proposed this three year project to USAID in 2012 in response for a request to extend the “Youth Radio for Peacebuilding (YR4PB)” grant and expand upon SFCG’s work through USAID on conflict mitigation and peacebuilding. In particular, the project seeks to address the problem of disaffected youth throughout the country, who have been isolated from social and political power structures since the country’s democratic transition in 2002, often turning to violent groups as a means of belonging and empowerment.

Given these challenges, the YEPS project employed a mixture of youth leadership and empowerment initiatives to educate youth about civic engagement and conflict mitigation, provide them without platforms for debate and peaceful expression, and connect them with public decision makers to advocate on issues relevant to youth and peacebuilding while promoting inclusive policy solutions. Furthermore, the project used a variety of media platforms, especially radio, to promote dialogue among youth and the general public on youth-related issues and conflict mitigation techniques. In doing so, the project expressly intended to provide information to the broader Timorese public about alternatives to violence in order to promote democracy building and national stability.

The project intended to contribute to the goal “to transform the way in which youth engage with government and community leaders to promote peace and reconciliation and prevent election-related violence.” It has three main expected outcomes:

1. Foster responsible participation of youth in Timor-Leste's elections and post-elections processes.
2. Connect youth with political decision makers at a national level to explore and articulate salient issues and drivers of youth-related conflict and how to engage youth to address them.
3. Provide at-risk and disaffected youth nationwide with reliable information and specific skills to proactively address and respond to conflict related issues.

The three year project was implemented under the leadership of the SFCG in Timor-Leste and through partnerships with partners Tau Matan, CNJTL and the Timor-Leste Media Development Center (TLMDC), three Timorese CSOs. These organizations were responsible for managing university debates (Tau Matan); facilitating leadership trainings and youth forums (CNJTL); and producing the radio magazine (TLMDC). They will also partner with Arte Moris, a fine-arts school, for comic book and exhibition activities.

The primary target group of the project is youth, though many separate groups of youth were targeted by various aspects of the project. First, one group of youth across 13 districts were directly involved in Civic leadership trainings and follow-up national, regional level and at the local level, and the Regional and National youth forum, These events also targeted government officials at both the national and local level, so that they would develop stronger relationships with the youth in their jurisdictions and have a stronger understanding of how to better serve the youth population on conflict related issues. At the university level, SFCG worked with partner organization FTM to implement three debate activities to encourage youth to develop skills in critical thinking, public speaking, and the common ground approach. Both the youth forum and the debates also include panel discussions, where government officials had the opportunity to present issues and progress of their development to student participants and receive questions and feedback. Another group of youth from across the country participated in art classes run by the partner organization Arte Moris. Yet another group participated in reading clubs, where trained youth leaders brought together a group of their peers, distributed SFCG comic books, and led discussions about the content. Finally, in the district of Ermera, one group of students formed a listening club during the youth forum, where a group of youth listened to SFCG radio programs and participated in a facilitated discussion.

Secondly, a broad audience of youth was targeted as media consumers through two radio programs: the Babadok Rebenta radio magazine and the radio drama program 'Karau Dikurba Dame (KDD). In connection with these media activities, the project worked closely with various community radio stations through trainings, conferences, and follow up mentoring in order to strengthen their skills in writing and producing conflict sensitive journalism. Finally, the project targeted SFCG's partner organizations in order to strengthen the capacity to implement peacebuilding projects. This capacity building took the form of (insert)Training and regular mentoring.

The theory of change for this project was two-fold. First, building on the success of the YR4PB program, the project is designed around the assumption that if Timorese youth have access to stories, messages, and news coverage of relevant issues in democracy-building, civic engagement, and conflict resolution through regular and targeted radio programming, then they will adopt more peaceful and proactive solutions to problems in their own lives and in their communities. The second is that if youth are provided with skills and knowledge in civic participation and conflict resolution, if they are given opportunities to form relationships with like-minded youth from around the country, and if they have access to public decision makers, then they will more effectively and more peacefully advocate for non-violent solutions to issues relevant to Timorese youth.

In accordance with these theories, core activities for the program included:

- **A youth mapping exercise** to identify target youth organizations and individuals to engage in the project
- **8 regional civic leadership trainings (cofunded through DAME)**, which brought together 240 total identified youth leaders to develop their skills in leadership and civic engagement as well as to encourage network building among participants
- **3 Civic education seminars** in youth-relevant issues for 95 students and faculty across the country at five separate universities. The education seminars were followed by **debates and panel discussions** for the seminar participants on specific topics related to civic education.
- **3 national youth forum and 4 regional-youth forum events** brought together approximately 520 participants with the intention of promoting dialogue about the role of youth in Timor-Leste's political and security context as well as fostering further network building among participants to promote action for national level youth engagement and activism.
- **A training on Common Ground media** for a network of youth radio reporters in order to strengthen skills and practices around the principles of inclusive, proactive, and conflict sensitive journalism. This was followed by substantial mentoring of community radio staff and managers by SFCG in the field.
- **24 radio magazine shows** to produce the show *Babadok Rebenta!*, which recruits youth reporters to produce stories on youth issues, offering youth as reporting subject, reporting participants, and participants in finding solutions. The show was broadcast on 15 community and one national radio station and intended to reach youth audiences throughout the country.
- **Radio drama production** of 25 new episodes for the show *Karau Dikurba Dame*. The radio drama was accompanied by a large publicity campaign and a series of listening groups across all 13 districts.
- **Comic books for good governance and peacebuilding** will be written, printed and distributed in a 6 part series covering a wide variety of relevant issues. So far, only 4 parts of the series have been produced. The books will be distributed to youth around the country, particularly those most at risk for election-related violence and will be paired with the establishment of community-based reading clubs to promote discussion and reflection on the material.
- **A 5-day art classes and exhibition** will be led by Arte Moris Cultural Center in four regions.

The Evaluation

The goal of this evaluation is to assess the project's contribution to change in three key areas: strengthened leadership, civic engagement, and conflict resolution skills among youth, strengthened relationships between youth leaders and public decision makers to improve advocacy on issues related to peacebuilding and youth, and finally the role of media programming in strengthening peaceful dialogue as a means of problem solving among youth. The OECD-DAC criteria of relevance, impact and effectiveness will guide the evaluation, though "impact" will be understood as occurring at the level of project objectives, with program participants, and within the timeframe of the project. Finally, the

evaluator will investigate the strength of coordination efforts between SFCG and project partners and identify the degree to which USAID visibility protocols were adhered to.

5. Relevance

- To what extents the objectives, strategies, and activities of the intervention were consistent with the needs of the youth, Arte Moris, TLMDC, and community radio staff?
 - a. What, if any, are the project's unique contributions to national Government strategy or policy related to youth empowerment, participation and leadership and media strengthening in Timor-Leste that were not previously being provided?
- How relevant was the project strategies and activities to address the changing dynamics among current generation of youth in Timorese Society?

6. Effectiveness

- What are the major outputs and outcomes of the project? How is the progress in comparison to the relevant baseline data?
 - To what extent has SFCG achieved its goal of increasing the capacity/skills of Arte Moris and TLMDC in project implementation and conflict transformation?
 - To what extent has SFCG encouraged community radio stations, including board members, managers, and reporters, to produce conflict sensitive journalism?
 - Has there been any shift in media's role in promoting peacebuilding and conflict sensitive development in Timor-Leste?To what extent has SFCG increased skills in leadership, community engagement, and conflict transformation among youth?
 - To what extent the project has contributed in improving coordination and cooperation/collaboration among youth and national decision makers/GOTL authorities in peacebuilding and development process?
- How have youth organized differently as a result of this project intervention? Specifically, have they taken undertaken any independent leadership activities in their own districts at an individual or group level?
- Has there been any shift of perception among national government officials on the potential of youth as key contributors of the society?
- How has SFCG influenced the Secretary of State for Youth and Sport on their policy related to youth?
- What major factors are contributing to the achievement or non-achievement of objectives?
- Are there any unintended positive or negative outcomes/consequences of this work in Timor-Leste?

7. Impact (included intermediate impact)

- What is the overall (direct and indirect) contribution of the project in strengthening the Stability and democratization processes in Timor-Leste?
 - How has the project contributed in promoting culture of inclusive dialogue and collaboration among youth and the decision makers? Are there abundance of examples of constructive engagement of NSAs, Youth and GOTL institutions in promoting peacebuilding and development in the country? What change in access to leaders has emerged as a result?

- What is the contribution of the project in institutionalizing the conflict sensitive and non-adversarial culture among Youth and Government, journalists and media outlets in Timor-Leste?
- To what extent the project has contributed in developing a sense of leadership and belongingness to the society, especially among the youth from marginalized groups and women?
- How have the media activities influenced people's perception of governance and government leaders in Timorese society?
- To what extent the media programs influenced citizen (especially youth and women) to work as role model for governance and leadership in Timorese society?
 - To what extent the project media activities have contributed in highlighting role models among youth and women who advocate for community needs?
 - To what extent the media programs and other project activities have helped youth work together nonviolently across dividing lines?
- What aspects of the project outcomes are likely to be sustained after the life of the project? Have there been any particular mechanisms in place to ensure sustainability of initiatives?

8. Coordination

- How has SFCG managed coordination with Arte Moris and TLMDC? What were the major coordination challenges, if any? How SFCG did managed/overcome those challenges?
- Are there any rooms for improvement in coordination mechanisms? If yes, how can it be made more efficient and effective in the future?

9. Horizontal issues (USAID visibility)

The evaluation should look if necessary steps have been taken by SFCG to publicize the fact that The USAID has financed the program, such measures must comply with the branding policies and marking requirements of USAID for implementing partners

In combination with the above lines of inquiry, the evaluator will collect information on the following indicators from the project's Performance Monitoring Plan (PMP), which were specified to be measured at the end of the project:

- # of East Timorese youth in targeted communities who have demonstrated the use of non-adversarial approaches and cooperative solutions
- % of youth surveyed in the project locations who are collaborating with social and political structures for common community projects
- # of collaborative activities led by young women
- # of people from 'at-risk groups'⁴⁴ reached through USG-supported conflict mitigation activities
- % of youth participants who demonstrate increased knowledge of leadership, democratic principles and conflict transformation
- # of joint initiatives organized by East Timorese youth and national level political decision makers that promote constructive engagement of youth in peace and development process
- % of population (youth) that listens regularly to the radio magazine and radio drama

Audience

⁴⁴ "At-risk groups" is defined as youth.

The primary audience for this evaluation is Search for Common Ground in Timor-Leste. The findings will inform future program design, including for the possibility of continued activities in strengthening conflict sensitive journalism and youth engagement in public and civic life. The secondary audience is USAID, the major donor for the project.

Evaluation Methods

A. *Evaluation Type*: This will be a summative evaluation.

B. *Approach*: The evaluator will apply a utilization focused evaluation approach.

C. *Data Collection Methodologies*: The evaluator will use a triangulated approach to collect data using both qualitative and quantitative methods. The data collection for this evaluation will include the following activities:

Document Review

- Proposal
- Baseline report
- Mid-term media monitoring report
- Other monitoring data including observations, pre-post tests
- Staff case studies
- Donor reports
- Meeting minutes

Youth Focus Group Discussions (FGDs):

- 13 FGD with youth from art classes
- 3 FGD with youth from reading clubs
- 6 FGD (1 in each district) with youth from civic leadership trainings and forums
- 1 additional FGD with youth in Dili from the debate club⁴⁵
- 1 additional FGD with youth in Ermera from the listening club.⁴⁶

Key Information Interviews (KIIs)/ Group Interviews (as appropriate)

- 2-3 National government leaders in Dili, including the Office of Youth and Sport
- Representatives from Arte Moris and TLMDC in Dili⁴⁷
- 1 KII in each district with the district administrator, and where possible, other relevant local officials
- Radio managers, board members, and reporters at community radio stations in each district

Endline Survey

⁴⁵ After reviewing the DAME evaluation, which covers the youth debates, it was decided jointly with the Country Director to only interview the debate club in Dili.

⁴⁶ Ermera was the only district to host a reading club.

⁴⁷ Though the project had other partner organizations, relationships and capacity building with the NSAs was heavily covered in the DAME evaluation.

- 600 youth (same numbers/district as the baseline) comparing youth who have been exposed to SFCG-sponsored media productions with those who were not as well as assessing general attitudes about youth's attitudes and behaviors regarding civic engagement, conflict transformation, and democratization.⁴⁸

In both focus groups and key informant interviews, the evaluator and DM&E Coordinator assisting with planning will work to ensure that participants are representative of the community in regard to gender, and where appropriate age and status. The SFCG Country Director will hire an independent student translator to travel with the evaluator and provide interpretation services for all interviews and focus group discussions. Finally, during focus groups, the DM&E Coordinator will assist with note taking.

The endline survey will be conducted by a team of local survey administrators recruited by SFCG Timor-Leste and supervised by the DME Coordinator, with technical input from the evaluator. In addition to updating the survey tool from the baseline, the evaluator will conduct a brief review training for a half day with the data collectors before they begin survey implementation. The trainees will pilot the survey in Dili, debrief results with the evaluator, and then proceed to implement in the five remaining districts.

SFCG will recruit the best survey administrators to assist the DM&E Coordinator with data entry after the surveys have been completed. The DM&E Coordinator will be responsible for providing quality spot-checks of the entered data and may provide assistance to the evaluator with data analysis in the selected software program.

The findings from each of these tools will be analyzed and used to provide SFCG feedback on key points of both success and challenges as well as to be informative to the extent possible for the reasons behind these results. The evaluation report will contain recommendations on how to improve future youth and media programming.

D. Scope

The evaluation will take place in 6 districts of Timor-Leste: Baucau, Aileu, Dili, Manatuto, Ermera, and Liquica. There will be no control groups for this evaluation because the project was conducted in all 13 of Timor-Leste's districts, however the evaluator will compare survey data between radio listeners and non-radio listeners to analyze for relevant trends.

It is also noted that there are multiple areas of thematic and activity-based overlap between the YEPS project and the recently evaluated DAME project, funded by the European Union. To avoid duplication, the evaluator will reference data from the DAME evaluation and avoid duplicate interviews where possible while being careful to still conduct a sufficiently rigorous level of data collection to support project conclusions. Interviews will be discussed within the evaluation team, with the DM&E Specialist for Asia, and with the Country Director on a case-by-case basis where overlap occurs. In regard to youth interviews and focus groups, the DM&E Coordinator will take care to identify a new pool of participants where possible and relevant.

⁴⁸ Due to the lack of relevant baseline data, it will not be possible to attribute youth attitudes and behaviors to the project. Rather, this focus has been included at the request of SFCG-TL in order to better understand challenges and priorities of Timorese youth to assist in the design of future programs.

Evaluation Plan

A. *Location*: The primary data collection will take place in Dili and five other districts around Timor-Leste. The final evaluation report writing will take place remotely from the United States.

B. Deliverables:

- 1 Inception Report (including data collection tools) and Evaluation Plan Matrix
- 2 Evaluation Report: a short (no more than 40 pages) report emphasizing evidence-based recommendations for future programs. The report will include the following sections:
 - a Cover Page
 - b Executive Summary
 - c Introduction to the Conflict Context
 - d Description of the Project
 - e Commentary and Analysis of the program, emphasizing learning and evidence-based recommendations
 - f Core Recommendations
 - g Conclusions
 - h Appendix: List of interviews, data collection methodology, biography, bibliography

C. *Duration and Working Days*: The duration of the evaluation will be 35 working days, including data collection and evaluator travel.

Evaluation Schedule

April 20: Evaluation begins

April 22: First draft inception report submitted

April 24: First draft comments received

April 28: Second draft of report submitted

April 30: Data collection tools submitted

May 4: Feedback on data collection tools received. Evaluator departs for Timor-Leste.

May 7-8: Evaluator arrives in Timor-Leste. Finalize evaluation plan, logistics at Dili office

May : Survey data collection (by field assistants)

May 13-27: Qualitative data collection

May 22: Training of survey collectors

May 25-June 4: Survey data collection

May 31: Evaluator depart

June 17: First draft due

June 24: First round of comments from Timor-Leste, Kathmandu, and external reviewer due

July 3: Final draft submitted

Logistical Support Needed

The evaluator will coordinate with SFCG-TL for all logistics needs. This includes translation; lodging; transportation between Bali and Dili and within Timor-Leste; coordinating focus groups and interviews in each district; hiring, coordinating, and supervising of survey administrators; hiring a local translator; providing payment to the evaluation report reviewer, and other needs as they arise.

The evaluator will also need access to program documentation, included translated monitoring data for activities that are relevant to the objectives of the evaluation, formative research documents, planning documents, and any video recordings produced during the implementation of the project as well as access to SFCG technical documents related to evaluation processes and reporting.

The evaluator will purchase two separate one way flights between the United States and Bali, Indonesia. Reimbursement for the first flight will be provided as part of the first payment, which is to be received by May 5th, and reimbursement for the second flight will be provided before the evaluator's departure from Timor-Leste.

The Evaluation Team

The evaluation team will be comprised of one external evaluator, one Timorese translator, the DME Coordinator, and survey administrators. The evaluator will be responsible for regular communication with the Country Director and regional DM&E Specialist for Asia about evaluation progress and challenges.

Evaluation Matrix

Evaluation Criteria	Evaluation Question/Indicator	Tool	Question	Means of Analysis
Relevance	To what extents the objectives, strategies, and activities of the intervention were consistent with the needs of the youth, Arte Moris, TLMDC, and community radio staff?	All youth FGDs, SFCG staff interviews, partner interviews, and radio staff interviews	What are your most important needs as a (insert role) in Timor-Leste? To what extent did the project meet these needs for you?	Comparing stated objectives, strategies, and activities from project proposal and staff interviews with those provided by interviewees
	What, if any, are the project's unique contributions to national Government strategy or policy related to youth empowerment, participation and leadership and media strengthening in Timor-Leste that were not previously being provided?	interviews with national government leaders and SFCG staff	Has the GoTL made any changes in strategy or policy as a result of SFCG's work with youth and media? Please describe.	Triangulating stated changes between government and SFCG interviews

			Sumarizing current dynamics and trends for youth from each data collection group and identifying core points of overall consensus. Comparing answers from each group, especially youth FGDs, to these stated dynamics. Corroborating stated project activities in proposal and SFCG
	How relevant were the project strategies and activities to address the changing dynamics among current generation of youth in Timorese Society?	All youth FGDs, SFCG staff interviews, partner interviews, and national government leaders interviews	What about the role of youth in Timor-Leste is changing right now? Did the project activities you experienced address these needs? Please describe.
	What are the major outputs and outcomes of the project? How is the progress in comparison to the relevant baseline data?		Can you tell me about your involvement with the SFCG project? What did these activities produce? Have you seen change in your district/among your peers as a result of these activities? Please describe.
Effectiveness		All qualitative data collection tools	Has Arte Moris/TLMDC developed any new skills as a result of this program? What did they learn? How has the capacity of the organization changed through working on the YEPS project? Please provide specific examples.
	To what extent has SFCG achieved its goal of increasing the capacity/skills of Arte Moris and TLMDC in project implementation and conflict transformation?	Interviews with SFCG staff and partner staff	Summarizing interview content with emphasis on partner staff responses to ensure validity

To what extent has SFCG encouraged community radio stations, including board members, managers, and reporters, to produce conflict sensitive journalism? Has there been any shift in media's role in promoting peacebuilding and conflict sensitive development in Timor-Leste?	Interviews with community radio staff and SFCG staff	How has the broadcasting content produced by your radio station changes as a result of SFCG's mentoring work here in your district? Have you noticed any changes in the way your station operates and is managed? What do you see as the goal of your radio station and your role in the community? Has this changed in any way through your work with SFCG? Have you listened to the radio magazine "Babadok Rebenta!"? Have you listened to the radio drama KDD in the past 6 months? Youth: What new skills have you learned through this project? Have you done something new or differently in your community? Can you give me an example? Others: Have you observed the youth you worked with gaining and then utilizing any new skills? What are they doing differently? Please describe.	Listing concrete examples that can be verified from more than one source in interviews Listing data from mid-term report and comparing to baseline findings
% of population (youth) that listens regularly to the radio magazine and radio drama (Indicator # 30)	Listener survey from mid-term media monitoring report		
To what extent has SFCG increased skills in leadership, community engagement, and conflict transformation among youth?	All youth FGDs, interviews with partner organization staff, interviews with SFCG staff		Tallying the number of interviewees who said they learned a skill in each new area, validating with examples from youth

of East Timorese youth in targeted communities who have demonstrated the use of non-adversarial approaches and cooperative solutions (Indicator # 21)

All youth FGDs, interviews with partner organization staff, interviews with SFCG staff

Youth: Have there been any times where you had a conflict with someone, like another young person or a group that you don't like, where you found a way to deal with them that was peaceful? Is this different than you handled things in the past? Did SFCG's work influence this change for you or was it something else? Others: Have you noticed any changes in the ways that youth deal with conflict and confrontation? Do you think it is related to SFCG's work or something else? Please describe.

Tallying the total number of youth and other interviewees who can provide an example and descriptively summarizing connection to YEPS

% of youth participants who demonstrate increased knowledge of leadership, democratic principles and conflict transformation (Indicator # 26)

Pre and post tests of youth from civic leadership trainings, all FGDs with youth, activity reports

What do you think it means to be a youth leader here in your community? What does it mean to be a democratic citizen? Has your beliefs about this changed as a result of your involvement with SFCG?

Comparing pre and post test data from civic leadership trainings to confidence level of youth in describing role of leaders and democratic citizen in their community, perceptions of self-change

To what extent the project has contributed in improving coordination and cooperation/collaboration among youth and national decision makers/GOTL

All youth FGDs, interviews with partner organization staff, interviews with SFCG staff

Have you observed any changes in the way that youth interact with the national government as a result of this project? General trend or isolated

Listing examples, identifying from interviews if this is a general trend or isolated

authorities in peacebuilding and development process?	incidents? Please describe.	incident
% of youth surveyed in the project locations who are collaborating with social and political structures for common community projects (Indicator # 22)	Have you had any work or collaboration with local government leaders or other important groups here in your district? Please describe. Did you do this on your own or through the SFCG project? What influenced you to undertake this initiative?	Comparing percentage of youth who collaborate with those who do not from survey data, narratiely sumarizing pervasiveness of instances of youth collaboration Tallying total number of collaborative activites mentioned in qualitative data collection
# of collaborative activities led by young women (Indicator # 23)	All youth FGDs, interviews with partner organization staff, interviews with SFCG staff, youth survey All youth FGDs, interviews with partner organization staff, interviews with SFCG staff	What collaborative activities undertaken by the youth in this project were led by women?
# of joint initiatives organized by East Timorese youth and national level political decision makers that promote constructive engagement of youth in peace and development process (Indicator # 28) How have youth organized differently as a result of this project intervention? Specifically, have they taken undertaken any independent leadership activities in their own districts at an individual or group level?	Youth civic leadership/foru m FGDs, national government official interviews, SFCG staff interviews All youth FGDs, partner organization interviews, SFCG staff interviews	Have there been any joing initiatives between youth and the national government through this project? Have you/the youth undertaken any independent leadership activities in this district on an individual or group level? Was it related to the project in any way? Please describe.
		Listing all joint initiatives mentioned in interviews Listing all leadership activities mentioned in interviews

Impact	Has there been any shift of perception among national government officials on the potential of youth as key contributors of the society?	national government officials interview	Do you see any changes in youth and how they are contributing to society?	Summarizing perceptions identified in interviews
	How has SFCG influenced the Secretary of State for Youth and Sport on their policy related to youth?	national government officials interview, SFCG staff interviews	How has SFCG influenced the Secretary of State for Youth and Sport on their policy related to youth?	Identifying policy change, reviewing policy before and after
	What major factors are contributing to the achievement or non-achievement of objectives?	All qualitative data collection tools	What has been responsible for (stated outcomes)? Have there been any factors preventing more success?	Summarizing factors identified by two or more relevant parties
	Are there any unintended positive or negative outcomes/consequences of this work in Timor-Leste?	All qualitative data collection tools	Are there any unintended positive or negative outcomes/consequences of this work in Timor-Leste?	Summarizing outcomes identified by two or more relevant parties
Impact	What is the overall (direct and indirect) contribution of the project in strengthening the Stability and democratization processes in Timor-Leste?	All qualitative data collection tools	Has the project played any role in increasing stability, either nationally or at the district level? Please describe. Has the project strengthened the democratic process, or helped people to behave more democratically? Please describe.	Listing specific examples and comparing to perceptions of national level changes
	How has the project contributed in promoting culture of inclusive dialogue and collaboration among youth and the decision makers? Are there abundance of examples of	All qualitative data collection tools (other than media interviews)	What was the relationship like between youth and national decision makers before the project? Has this changed now? Do you have any examples you can share of	Comparing consensus of results between interview groups

constructive engagement of NSAs, Youth and GOTL institutions in promoting peacebuilding and development in the country? What change in access to leaders has emerged as a result?

collaboration?
Frequency of communication and access to leadership?

of people from 'at-risk groups' reached through USG-supported conflict mitigation activities (Indicator # 24)

SFCG staff interviews, project document review

What is the total number of youth participants across all of your program activities?

Listing total number of youth participants identified from project documents and staff interviews

What is the contribution of the project in institutionalizing the conflict sensitive and non-adversarial culture among Youth and Government, journalists and media outlets in Timor-Leste?

SFCG staff interviews, media staff interviews, partner staff interviews

Have you or your organization changed in the way you deal with conflict or other challenges through this program? Please describe.

Listing examples provided in interviews

Listeners: After you listen to KDD or Babadok Rebenta, how do you feel about your connection to your community? (Much more connected, more connected, no difference, less connected, much less connected). After you listen to KDD/Babadok Rebenta do you have any new thoughts about what your role should be like in the community? Non-listeners: How do you

Survey: comparing listener data to nonlistener data. Describing range of views from FGDs.

To what extent the project has contributed in developing a sense of leadership and belongingness to the society, especially among the youth from marginalized groups and women?

Youth survey, All youth FGDs

		feel about your role as a youth in your community? Do you feel very connected/a little connected/a little disconnected/a lot disconnected. Have you ever thought about how you can contribute to help your community? FGDs: Have you changed in the way you think about your role in your community from listening to the radio program? Describe.	
How have the media activities influenced people's perception of governance and government leaders in Timorese society?	Interviews with media staff, youth survey	Listeners and non listeners survey: What do you think about how government officials are managing your country and community? Media interviews: How have you portrayed governance and governance issues through your radio shows? Has SFCG changed the way that you cover these issues?	Comparing listener survey data to nonlisteners, summarizing interview responses from radio staff
To what extent the media programs influenced citizen (especially youth and women) to work as role model for governance and leadership in Timorese society?	youth survey, listening club FGD	After listening to the radio, did you take up any new role model activities in your community?	Listing/describing role model examples provided

Coordination	To what extent the project media activities have contributed in highlighting role models among youth and women who advocate for community needs?	Interviews with media staff, youth survey	media interviews: To what extent did your radio products highlight youth role models? Radio listeners: Were there any role models that you heard about through the radio programs? Who? Qualitative: Have you noticed any changes in the way that youth work together? Quantitative: Do you work on any community projects with youth who have different beliefs than you? Describe.	Listing/describing role model examples provided Survey: comparing listener data to nonlistener data. Describing range of views from qualitative tools
	To what extent the media programs and other project activities have helped youth work together nonviolently across dividing lines?	All data collection tools		
	What aspects of the project outcomes are likely to be sustained after the life of the project? Have there been any particular mechanisms in place to ensure sustainability of initiatives?	All qualitative data collection tools	Are any of these positive changes likely to continue? Why/not?	Summarizing responses
	How has SFCG managed coordination with Arte Moris and TLMBC? What were the major coordination challenges, if any? How SFCG did managed/overcome those challenges?	Interviews with partner staff and SFCG staff	How has SFCG managed coordination with Arte Moris and TLMBC? What were the major coordination challenges, if any? How SFCG did managed/overcome those challenges?	Summarizing responses
	Are there any rooms for improvement in coordination mechanisms? If yes, how can it be made more efficient and effective in the future?	Interviews with partner staff and SFCG staff	Are there any rooms for improvement in coordination mechanisms? If yes, how can it be made more efficient and effective in the future?	Summarizing responses

Have partner organizations taken the necessary steps to promote USAID visibility? Interviews with partner staff and SFCG staff How did you promote USAID visibility for this project? Summarizing responses

Data Collection Schedule

Community	Date	Tool	Participants
Manatuto	13 May	CLT/Forum FGD	9 youth (6 female)
	13 May	Community Radio KII	1 Radio Manager, 1 Board President, 4 Volunteer Reporters (2 female)
	13 May	Government KII (conducted in Dili)	1 District Administrator
	14 May	Reading Club FGD	8 youth (3 female)
Baucau	14 May	CLT/Forum FGD	8 youth (6 female)
	14 May	Government KII	1 District Administrator
	14 May	Community Radio KII	1 Radio Manager (female), 2 Volunteer Reporters, 1 Board Member
	15-May	Art Class FGD	4 youth (1 female)
Liquica	16-May	Reading Club FGD	6 youth (3 female)
	16-May	Community Radio KII	1 Radio Manager, Board Member, 2 Volunteer Reporters
	16-May	Government KII	1 Police Commander
	16-May	CLT/Forum FGD	3 youth
	16-May	Art Class FGD	2 youth
	17-May	Media KII	Board President, Manager, Secretary, Administrator (2 female)
Ermera	18-May	CLT/Forum FGD	4 youth
	18-May	Government KII	Village Development Plan Director
	18-May	Listening Club KII	3 youth (2 female)
	18-May	Reading Club FGD	8 youth (3 female)
	19-May	CLT/Forum FGD	5 youth (3 female)
Aileu	19-May	Media KII	1 Vice President of the Board (female), 3 male Volunteer Reporters
	12-May	CLT/Forum FGD	8 youth (4 female)
Dili	21-May	Staff KII	Youth Program Manager
	22-May	Staff KII	Media Manager
	25-May	Debate Club FGD	8 youth (4 female)

25-May	Media KII	Dili Media KII
25-May	Art Class FGD	2 male youth
26-May	Partner KII	3 art instructors from Arte Moris ⁴⁹
26-May	Partner KII	1 Director of TMLDC
26-May	Government KII	Conflict Prevention Office Representative
26-May	Government KII	Se Fope
27-May	Government KII	Secretary of State for Youth and Sports
27-May	Donor KII	USAID Program Management Specialist
27-May	Staff KII	SFCG Country Director

Documents Reviewed

1. YEPS project proposal
2. DAME Endline Survey, including questionnaire, results table, and key findings
3. Midterm Media Monitoring report
4. Discussion Oriented Self-Assessment (DOSA) of Partner Radio and District Youth Councils Report
5. Art Classes Newsletter
6. Art Classes Summary Report
7. Babadok Rebenta FGD Summary Report
8. Karau Dikur Ba Dame FGD Summary Report
9. 4th National Youth Forum Summary Report
10. Civic Leadership Training and District Youth Forum Monitoring and Lessons Learned
11. International Youth Day Summary Report
12. National Youth Forum Monitoring Report 2013
13. District Youth Forum Monitoring Report 2013
14. Performance Monitoring and Evaluation Plan (PMEP)
15. DAME Evaluation Report
16. DAME Program Proposal
17. Report on Community Radio Conference and Training Workshop
18. Second Round of Civic Leadership Training Report 2014
19. SFCG YEPS/DAME Baseline Report
20. Success Story Civic Leadership Training
21. YEPS Workplan 2013-2014 and 2014-2015

Government Interview Questionnaire

YEPS KII Guide for Government and Local Leaders

Date:

Location:

Attendees (with position):

Section 1: Introduction

⁴⁹ The Director of Arte Moris was unavailable, though the SFCG staff made multiple attempts to contact him for the evaluation.

Good morning, thank you for making time to speak with me. My name is Kelsi Stine, and I am here helping Search for Common Ground and (insert relevant partner) learn about their projects with youth and media here in (district). I'd like to talk with you today about your experience with their recent projects and in working with youth in your community. As a local official who was involved in the program, your experience is important to understanding the program's successes and weaknesses.

Please be fully honest in your experience and feedback. All of the information I collect will go into a public report about their project, but I will never use your name and everything you say will be anonymous. If it is ok with you, I would also like to use my computer to take notes. Our discussion should take 20-30 minutes, if that is acceptable for you.

Do you have any questions for me before we begin?

Section 2: Discussion Guide

1. How have you been involved with activities through SFCG (and partner)? What was this experience like for you? What resulted from them?
2. What were your major likes and dislikes about the program?
3. Did you learn anything from your involvement? If so, what?
4. What about the role of youth in Timor-Leste is changing right now? Did the project activities you experienced address these needs? Please describe.
5. Have you noticed any related changes in the way that youth work together?
6. What was the relationship like between youth and national decision makers before the project? Has this changed now? Do you have any examples you can share of collaboration? Frequency of communication and access to leadership?
7. Have there been any joint initiatives between youth and the national government through this project?
8. Has the GoTL or your district government made any changes in strategy or policy as a result of SFCG's work with youth and media? Please describe.
9. How has SFCG influenced the Secretary of State for Youth and Sport on their policy related to youth?
10. Has the project played any role in increasing stability, either nationally or at the district level? Please describe. Has the project strengthened the democratic process, or helped people to behave more democratically? Please describe.
11. Overall, what role do you think that youth play in peace and conflict in your community?
12. Has this changed much over the last three years? Why/not?
13. What has been responsible for (stated outcomes)? Have there been any factors preventing more success?
14. Are there any unintended positive or negative outcomes/consequences of this work in Timor-Leste?
15. Are any of these positive changes likely to continue? Why/not?
16. Is there anything else you'd like to share with me?

Donor Interview Questionnaire

YEPS KII Guide for Donor Representatives

Date:

Location:

Organization(s):

Attendees (with position):

Section 1: Introduction

Good morning, thank you for making time to speak with me. My name is Kelsi Stine, and I am here helping Search for Common Ground learn about the results of their YEPS program, which as you know was funded by USAID. As the donor, your feedback and experience is important to understanding the program's successes and weaknesses.

Please be fully honest in your experience and feedback. All of the information I collect will remain anonymous, though the final evaluation will be made public. If it is ok with you, I would also like to use my computer to take notes. Our discussion should take 20-30 minutes, if that is acceptable for you.

Do you have any questions for me before we begin?

Section 2: Discussion Guide

1. What are USAID's strategic goals and objectives toward peace in Timor-Leste?
2. How did this project fit into that vision?
3. What were your hopes and expectations in funding this project with SFCG?
4. What do you think have been the major successes and shortfalls?
 - a. Youth trainings and civic engagement
 - b. Youth/government relationship
 - c. Media capacity building
 - d. Partner capacity building
 - e. Youth attitudes/skills in conflict transformation
5. Have you seen any indications that parts of this project will be sustainable?
6. Where are you hoping to take this work forward?
7. Is there anything else you would like to share with me?

Program Staff Interview Questionnaire

1. What were your expectations of what the project would achieve for young people?
2. What were your expectations of what project would achieve in the community?
3. Did the project meet these expectations for you? Why/not?
4. Have you used any monitoring tools? Were they useful?
5. What do you see as being the biggest successes of the project?
6. Biggest shortcomings?
7. How do you think it went with each of the youth programs?
8. Have there been any course corrections, change in design? What changed?
9. Have there been any changes in the way youth engage in democracy?
10. Have there been any change in stability?
11. Have there been any change in the way that youth work together?
12. Have there been any change in how youth relate to government, both national and local?
13. Have there been any change in youth civic engagement?
14. Have there been any change in youth at a personal level?
15. Have there been any change from government officials side?

16. Have there been any change in policy?
17. Have there been any unexpected changes, positive or negative?
18. After trainings/forums/activities, did you do any follow up activities?
19. How did it go working with Arte Moris and TLMBC? Successes and challenges?
20. How did it go working with USAID?
21. How did you promote USAID visibility?
22. What is the changing “role” of youth in society?
23. What needs of youth do you think the project intended to solve?
24. In what way do you think the project engaged youth around themes of conflict resolution?
25. What are the “dividing lines” facing youth right now?
26. How were youth recruited for the project? What was role of local youth councils?
27. How was the youth mapping used? So did the project actually target at risk youth?
28. Mechanisms for sustainability?
29. In future projects, what would you do again?
30. What would you do differently?
31. What are the biggest needs for youth? Did the project meet these needs?
32. How did you involve women and girls?
33. Did any role models emerge?
34. Is there anything else you’d like to share?

Community Radio Members Questionnaire

YEPS KII Guide for Journalists and Media Professionals

Date:

Location:

Organization(s):

Attendees (with position):

Section 1: Introduction

Good morning, thank you for making time to speak with me. My name is Kelsi Stine, and I am here helping Search for Common Ground learn about the results of their YEPS program, which you worked with on producing radio programs these last few years. Due to your involvement with the program, your feedback and experience is important to understanding the program’s successes and weaknesses.

Please be fully honest in your experience and feedback. All of the information I collect will remain anonymous, though the final evaluation will be made public. If it is ok with you, I would also like to use my computer to take notes. Our discussion should take 20-30 minutes, if that is acceptable for you.

Do you have any questions for me before we begin?

Section 2: Discussion Guide

1. What are your most important needs as a community radio station in Timor-Leste?
2. To what extent did the project meet these needs for you?
3. How have you been involved with SFCG/partner over the last three years?
4. Have there been any changes at your radio station related to this work?
5. Have you seen these changes have any impact on the broader community?

6. How has the broadcasting content produced by your radio station changes as a result of SFCG's mentoring work here in your district?
7. What does "Common Ground journalism" mean to you? How do you apply that in your work? Has that changed in the last three years? How/why?
8. What does "conflict sensitive reporting" mean to you? How do you apply that in your work? Has that changed in the last three years? How/why?
9. Will you continue to make radio shows like this in the future? Why/not?
10. Will you continue to use these new techniques in the future? Why/not?
11. Have you noticed any changes in the way your station operates and is managed?
12. What do you see as the goal of your radio station and your role in the community?
13. Has this changed in any way through your work with SFCG?
14. Have you or your organization changed in the way you deal with conflict or other challenges through this program? Please describe.
15. Has the project played any role in increasing stability, either nationally or at the district level? Please describe. Has the project strengthened the democratic process, or helped people to behave more democratically? Please describe.
16. How have you portrayed governance and governance issues through your radio shows? Has SFCG changed the way that you cover these issues?
17. To what extent did your radio products highlight youth role models? Radio listeners: Were there any role models that you heard about through the radio programs? Who?
18. What has been responsible for (stated outcomes)? Have there been any factors preventing more success?
19. Are there any unintended positive or negative outcomes/consequences of this work in Timor-Leste?
20. Are any of these positive changes likely to continue? Why/not?
21. Is there anything else that you would like to share with me?

Civic Leadership Training/Youth Forum/Debate Club Focus Group Guide

YEPS Civic Leadership Training/Forum and Debate Club Youth FGD Guide

Date:

Location:

Number of Participants:

Male Participants:

Female Participants:

Section 1: FGD Structure

Each FGD will take approximately one hour. There will be three youth FGDs in each community- one with youth from the civic leadership trainings and national/regional forums, one with youth from the Arte Moris art classes, and one from the comic book reading clubs. Dili will have the addition of a debate club FGD and Ermera will have the addition of a listening club FGD.

Section 2: FGD Introduction (to be read by evaluator/facilitator)

Good morning, thank you for coming and accepting to take part in this discussion. My name is Kelsi Stine, and I am here helping Search for Common Ground and (insert relevant partner) learn about how youth like you have felt about their programs. This discussion is to learn about how you have been involved in programs that they run and support, and how you think you have or have not been affected by the programs.

It is important to be open and honest, because SFCG and (partner) want to use what you think to make even better programs for youth in the future. There are no right or wrong responses, we are just interested in your perceptions. Lastly, anything you have to say, both positive and negative, will be kept private- I will share information about what you said but not who said it. All of the information goes back to SFCG at the end, and I am using my computer to take notes. Our discussion today should take one hour.

Do you have any questions for me before we begin?

Section 3: Discussion Guide

Let's begin by talking about what life is like for youth here in your community.

1. What about the role of youth in Timor-Leste is changing right now?
2. What do you think are some of the most important needs and concerns for youth in your community?
3. Can you tell me about your involvement with the SFCG project? What happened and what did you do? (NOTE key outputs)
4. What were your major likes and dislikes about the program?
5. You said before that youth are struggling with (insert answer from #2). To what extent did the project meet these needs (both question 1&2) for you? (NOTE: make likert scale to circle)

Now I'd like to talk more specifically about what changes you've seen in yourself, the other youth here, and in your community from the project.

6. Have you noticed any changes in yourself or your peers from participating in these activities? (Focus: skills, attitude)
7. Have you noticed any changes in the way that youth work together?
8. Have you or some of your peers here done something new or differently in your community? Something new that you hadn't done before? (Focus: civic engagement, cooperation with government. NOTE number of activities led by women)
9. Have you seen your community change in other ways from your participation in these activities? (DEFINE community- family, other friends, district, or even country)
10. Have you observed any changes in the way that you interact with important groups, like local government or other groups, as a result of this project? General trend or isolated incidents? Please describe.
11. What was the relationship like between youth and national decision makers before the project? Has this changed now? Do you have any examples you can share of collaboration? Frequency of communication and access to leadership? (FOCUS: National government, political parties, esp joint initiatives. Also local government and social groups)
12. What has been responsible for (stated outcomes)?
13. Have there been any factors preventing more success?
14. Are any of these positive changes likely to continue? Why/not?

I'd also like to ask some broader questions about your views and opinions on issues of democracy and leadership.

15. What do you think it means to be a youth leader here in your community? What does it mean to be a democratic citizen? Has your beliefs about this changed as a result of your involvement with SFCG?
16. Has the project strengthened the democratic process, or helped people to behave more democratically? Please describe.

Now I'd like to talk a little bit about tensions that occur within Timor-Leste, that cause problems among youth or for the country in general.

17. Have there been any times where you had a conflict with someone, like another young person or a group that you don't like, where you found a way to deal with them that was peaceful?
 - a. Is this different than you handled things in the past?
 - b. Did SFCG's work influence this change for you or was it something else?
18. Has the project played any role in increasing stability, either nationally or at the district level? Please describe.
19. Is there anything else you would like to share with me?

Section 4: Debrief Guide

After the FGD is completed and the participants have left, the evaluator and note taker will spend 15-20 minutes debriefing, including the following:

- Review the notes and add detail/clarity where possible.
- Discuss the facilitation style and opportunities for improvement (tone, inclusiveness, managing shy/talkative participants, covering all the material, asking open ended follow up questions, etc.)
- Discuss the note taking method and opportunities for improvement

Art Class Focus Group Guide

YEPS Art Class Youth FGD Guide

Date:

Location:

Number of Participants:

Male Participants:

Female Participants:

Section 1: FGD Structure

Each FGD will take approximately one hour. There will be three youth FGDs across all districts for art class students. The FGD will be facilitated by the evaluator with assistance from a translator.

Section 2: FGD Introduction (to be read by evaluator/facilitator)

Good morning, thank you for coming and accepting to take part in this discussion. My name is Kelsi Stine, and I am here helping Search for Common Ground and (insert relevant partner) learn about how

youth like you have felt about their programs. This discussion is to learn about how you have been involved in programs that they run and support, and how you think you have or have not been affected by the programs.

It is important to be open and honest, because SFCG and (partner) want to use what you think to make even better programs for youth in the future. There are no right or wrong responses, we are just interested in your perceptions. Lastly, anything you have to say, both positive and negative, will be kept private- I will share information about what you said but not who said it. All of the information goes back to SFCG at the end, and I am using my computer to take notes. Our discussion today should take one hour.

Do you have any questions for me before we begin?

Section 3: Discussion Guide

Let's begin by talking about what life is like for youth here in your community.

1. What about the role of youth in Timor-Leste is changing right now?
2. What do you think are some of the most important needs and concerns for youth in your community?
3. Can you tell me about your involvement with the SFCG project? What happened and what did you do? (NOTE key outputs)
4. You said before that youth are struggling with (insert answer from #2). To what extent did the project meet these needs (both question 1&2) for you? (NOTE: make likert scale to circle)

Now I'd like to talk more specifically about what changes you've seen in yourself, the other youth here, and in your community from the project.

5. Have you noticed any changes in yourself or your peers from participating in these activities? (Focus: skills, attitude)
6. Have you noticed any changes in the way that youth work together?
7. Have you or some of your peers here done something new or differently in your community? Something new that you hadn't done before? (Focus: civic engagement, cooperation with government. NOTE number of activities led by women)
8. Have you seen your community change in other ways from your participation in these activities? (DEFINE community- family, other friends, district, or even country)
9. Have you observed any changes in the way that you interact with important groups, like local government or other groups, as a result of this project? General trend or isolated incidents? Please describe.
10. What was the relationship like between youth and national decision makers before the project? Has this changed now? Do you have any examples you can share of collaboration? Frequency of communication and access to leadership? (FOCUS: National government, political parties, esp joint initiatives. Also local government and social groups)
11. What has been responsible for (stated outcomes)?
12. Have there been any factors preventing more success?
13. Are any of these positive changes likely to continue? Why/not?

I'd also like to ask some broader questions about your views and opinions on issues of democracy and leadership.

14. What do you think it means to be a youth leader here in your community? What does it mean to be a democratic citizen? Has your beliefs about this changed as a result of your involvement with SFCG?
15. Has the project strengthened the democratic process, or helped people to behave more democratically? Please describe.

Now I'd like to talk a little bit about tensions that occur within Timor-Leste, that cause problems among youth or for the country in general.

16. Have there been any times where you had a conflict with someone, like another young person or a group that you don't like, where you found a way to deal with them that was peaceful?
 - a. Is this different than you handled things in the past?
 - b. Did SFCG's work influence this change for you or was it something else?
17. Has the project played any role in increasing stability, either nationally or at the district level? Please describe.
18. Is there anything else you would like to share with me?

Section 4: Debrief Guide

After the FGD is completed and the participants have left, the evaluator and note taker will spend 15-20 minutes debriefing, including the following:

- Review the notes and add detail/clarity where possible.
- Discuss the facilitation style and opportunities for improvement (tone, inclusiveness, managing shy/talkative participants, covering all the material, asking open ended follow up questions, etc.)
- Discuss the note taking method and opportunities for improvement

Reading Club Focus Group Guide

YEPS Reading Club Youth FGD Guide

Date:

Location:

Number of Participants:

Male Participants:

Female Participants:

Section 1: FGD Structure

Each FGD will take approximately one hour. There will be three youth FGDs for the reading club across all districts. The FGD will be facilitated by the evaluator with assistance from a translator.

Section 2: FGD Introduction (to be read by evaluator/facilitator)

Good morning, thank you for coming and accepting to take part in this discussion. My name is Kelsi Stine, and I am here helping Search for Common Ground and (insert relevant partner) learn about how youth like you have felt about their programs. This discussion is to learn about how you have been

involved in programs that they run and support, and how you think you have or have not been affected by the programs.

It is important to be open and honest, because SFCG and (partner) want to use what you think to make even better programs for youth in the future. There are no right or wrong responses, we are just interested in your perceptions. Lastly, anything you have to say, both positive and negative, will be kept private- I will share information about what you said but not who said it. All of the information goes back to SFCG at the end, and I am using my computer to take notes. Our discussion today should take one hour.

Do you have any questions for me before we begin?

Section 3: Discussion Guide

Let's begin by talking about what life is like for youth here in your community.

1. What about the role of youth in Timor-Leste is changing right now?
2. What do you think are some of the most important needs and concerns for youth in your community?
3. Can you tell me about your involvement with the SFCG project? What happened and what did you do? (NOTE key outputs)
4. What were your likes and dislikes about the reading club?
5. You said before that youth are struggling with (insert answer from #2). To what extent did the project meet these needs (both question 1&2) for you? (NOTE: make likert scale to circle)

Now I'd like to talk more specifically about what changes you've seen in yourself, the other youth here, and in your community from the project.

6. Have you noticed any changes in yourself or your peers from participating in these activities? (Focus: skills, attitude)
7. Have you noticed any changes in the way that youth work together?
8. Have you or some of your peers here done something new or differently in your community? Something new that you hadn't done before? (Focus: civic engagement, cooperation with government. NOTE number of activities led by women)
9. Have you seen your community change in other ways from your participation in these activities? (DEFINE community- family, other friends, district, or even country)
10. Have you observed any changes in the way that you interact with important groups, like local government or other groups, as a result of this project? General trend or isolated incidents? Please describe.
11. What was the relationship like between youth and national decision makers before the project? Has this changed now? Do you have any examples you can share of collaboration? Frequency of communication and access to leadership? (FOCUS: National government, political parties, esp joint initiatives. Also local government and social groups)
12. What has been responsible for (stated outcomes)?
13. Have there been any factors preventing more success?
14. Are any of these positive changes likely to continue? Why/not?

I'd also like to ask some broader questions about your views and opinions on issues of democracy and leadership.

15. What do you think it means to be a youth leader here in your community? What does it mean to be a democratic citizen? Has your beliefs about this changed as a result of participating in the reading club?
16. Has the project strengthened the democratic process, or helped people to behave more democratically? Please describe.

Now I'd like to talk a little bit about tensions that occur within Timor-Leste, that cause problems among youth or for the country in general.

17. Have there been any times where you had a conflict with someone, like another young person or a group that you don't like, where you found a way to deal with them that was peaceful?
 - a. Is this different than you handled things in the past?
 - b. Did reading the comic book influence this change for you or was it something else?
18. Has the project played any role in increasing stability, either nationally or at the district level? Please describe.
19. Is there anything else you would like to share with me?

Section 4: Debrief Guide

After the FGD is completed and the participants have left, the evaluator and note taker will spend 15-20 minutes debriefing, including the following:

- Review the notes and add detail/clarity where possible.
- Discuss the facilitation style and opportunities for improvement (tone, inclusiveness, managing shy/talkative participants, covering all the material, asking open ended follow up questions, etc.)
- Discuss the note taking method and opportunities for improvement

Listening Club Focus Group Guide

YEPS Listening Club Youth FGD Guide

Date:

Location:

Number of Participants:

Male Participants:

Female Participants:

Section 1: FGD Structure

Each FGD will take approximately one hour. There listening club FGD will take place with youth in Ermera. The FGD will be facilitated by the evaluator with assistance from a translator.

Section 2: FGD Introduction (to be read by evaluator/facilitator)

Good morning, thank you for coming and accepting to take part in this discussion. My name is Kelsi Stine, and I am here helping Search for Common Ground and (insert relevant partner) learn about how youth like you have felt about their programs. This discussion is to learn about how you have been

involved in programs that they run and support, and how you think you have or have not been affected by the programs.

It is important to be open and honest, because SFCG and (partner) want to use what you think to make even better programs for youth in the future. There are no right or wrong responses, we are just interested in your perceptions. Lastly, anything you have to say, both positive and negative, will be kept private- I will share information about what you said but not who said it. All of the information goes back to SFCG at the end, and I am using my computer to take notes. Our discussion today should take one hour.

Do you have any questions for me before we begin?

Section 3: Discussion Guide

Let's begin by talking about what life is like for youth here in your community.

1. What about the role of youth in Timor-Leste is changing right now?
2. What do you think are some of the most important needs and concerns for youth in your community?
3. Can you tell me about your involvement with the listening club? What happened and what did you do? (NOTE key outputs)
4. Do you listen to KDD and Babadok Rebenta! On your own? How frequently?
5. You said before that youth are struggling with (insert answer from #2). To what extent did the radio shows address these needs (both question 1&2) for you? (NOTE: make likert scale to circle)

Now I'd like to talk more specifically about what changes you've seen in yourself, the other youth here, and in your community from the project.

6. Have you noticed any changes in yourself or your peers from participating in the listening club or listening to the shows on the radio? (Focus: skills, attitude)
7. Have you noticed any changes in the way that youth work together?
8. Have you or some of your peers here done something new or differently in your community? Something new that you hadn't done before? (Focus: civic engagement, cooperation with government. NOTE number of activities led by women)
9. Have you seen your community change in other ways from your participation in these activities? (DEFINE community- family, other friends, district, or even country)
10. Have you observed any changes in the way that you interact with important groups, like local government or other groups, as a result of this project? General trend or isolated incidents? Please describe.
11. What was the relationship like between youth and national decision makers before the project? Has this changed now? Do you have any examples you can share of collaboration? Frequency of communication and access to leadership? (FOCUS: National government, political parties, esp joint initiatives. Also local government and social groups)
12. What has been responsible for (stated outcomes)?
13. Have there been any factors preventing more success?
14. Are any of these positive changes likely to continue? Why/not?

I'd also like to ask some broader questions about your views and opinions on issues of democracy and leadership.

15. What do you think it means to be a youth leader here in your community? What does it mean to be a democratic citizen? Has your beliefs about this changed as a result of your involvement with SFCG?
16. Has the project strengthened the democratic process, or helped people to behave more democratically? Please describe.

Now I'd like to talk a little bit about tensions that occur within Timor-Leste, that cause problems among youth or for the country in general.

17. Have there been any times where you had a conflict with someone, like another young person or a group that you don't like, where you found a way to deal with them that was peaceful?
 - a. Is this different than you handled things in the past?
 - b. Did the radio shows influence this change for you or was it something else?
18. Have the radio shows played any role in increasing stability, either nationally or at the district level? Please describe.
19. Is there anything else you would like to share with me?

Section 4: Debrief Guide

After the FGD is completed and the participants have left, the evaluator and note taker will spend 15-20 minutes debriefing, including the following:

- Review the notes and add detail/clarity where possible.
- Discuss the facilitation style and opportunities for improvement (tone, inclusiveness, managing shy/talkative participants, covering all the material, asking open ended follow up questions, etc.)
- Discuss the note taking method and opportunities for improvement

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Evaluator Biography

Kelsi Stine is an independent evaluation professional who has worked on issues related to peacebuilding, governance, and development throughout Asia, Africa, and the Middle East. From 2012 to 2014, she was the Design, Monitoring, and Evaluation Specialist for the Middle East and North Africa region at Search for Common Ground. In this role, she was responsible for supporting a wide range of design, monitoring, and evaluation activities in Tunisia, Morocco, Israel/Palestine, Yemen, Jordan, Libya, and Kuwait. Kelsi's first evaluation, "Sharing Common Culture: Balkan Theatre Networks for EU Integration" was conducted in Macedonia, Serbia and Bosnia in 2012 and her second, "Participatory Early Warning for More Effective Response to Religious Conflict in Plateau State," was completed in Nigeria in 2013. Kelsi holds a Master of Arts in Law and Diplomacy from the Fletcher School of Law and Diplomacy, as well as a Bachelor of Arts in International Affairs and Peace and Justice Studies from Tufts University, where she graduated with highest honors. She lives in Boston, Massachusetts.