

Evaluation Audit Trail Template

(To be completed by the Programme Management to show how the received comments on the draft mid-term report have (or have not) been incorporated into the final evaluation report. This audit trail should be included as an annex in the final evaluation report.)

To the comments received on (9 December 2020) from the Youth-led Peace and Reconciliation in Colombia: A Transformational Approach

The following comments were provided in track changes to the draft mid-term evaluation report; they are referenced by institution ("Author" column) and track change comment number ("#" column):

Author	#	Para No./ comment location	Content of the paragraph	Comment/Feedback on the draft mid-term evaluation report	Evaluator response and actions taken
Colombia Team	1	10 (12) 12 (24)	<p>Theory of Change: "The evaluator was not provided with a clear-cut theory of change (ToC) that outlines the pathways and the hypothetical causal, if-then linkages between the strategies and the outcomes as inputs contributing in the short, medium and long-term to the overall project goal."</p> <p>Limitations: "a</p>	<p>The project has been developed according to the standards set for the UNITAR results-based programming framework. This is the guiding document under which the logical framework of the project has been presented. The logical approach of each of the three project's components had been tested through a pilot project (financed by ifa zivik). The evidence gathered from the pilot projects showed that the project measures were reaching the envisioned objectives and stimulated the change processes as formulated by the project team.</p> <p>With regards to the formulation of and measurement of behavior change markers, we have not followed a ToC format as such. However, all capacity building measures under this project have dedicated measurable learning objectives, which reach the level of behavior change. Consequently, for each training intervention and training materials, the learning objectives are specified and measured in the short term (after training) and in the longer term (trainers applications and focus group discussions), also measured qualitatively and quantitatively (self-assessments and focus groups).</p>	<p>This is acknowledged. The design of a ToC is suggested as an exercise that provides an important framework before, during and after the project implementation. Indicators designed at this level facilitate the measures of objective change as contribution of the project.</p> <p>The evaluator was not provided a consolidated result/analysis of the qualitative internal evaluation exercises conducted, referred to. It is also acknowledged that the phase of the project is an evolution of earlier phases.</p> <p>Most importantly, the lack of the ToC is a limitation of the evaluation, not to the project implementation itself, but to an in-depth understanding of change attributed to the intervention, and the interrelations between components and overall measurements beyond the reaction or self-assessment of learning levels.</p>

			ToC and criteria for the evaluation of outcome indicators to assess what is understood as behaviour change markers were lacking"		
Colombia Team	2	14 (29)	<p>Alliances government levels: "there is a less direct relevance of the project in the strengthening of capacities within government institutions that relate to the project's objectives. There were no specific direct alliances identified with the national and local governments, particularly those institutions in the education system such as the municipal</p>	<p>The project has explicitly been developed and structured to work with CSOs and not public entities. The approach and methodologies are tailored to match the needs and requirements of informal education. Local schools (mostly private ones and in the Salesian network) have decided to join the initiative and to include the methodologies in their extra-curricular activities or in the so called Catedra de la Paz because they did not receive guidance from the Secretaries of Education on such aspects. Within the UN system it is mainly UNESCO who has a mandate connected with formal education.</p> <p>However, CBD as well as the members of the network underly the guidance and regulation by the Ministries of Education as well as the Colombian Institute for Family Welfare (ICBF). Therefore, the adherence to/ with educational quality standards is not just guranteed through UNITAR quality standards, but equally through the participating institutions.</p> <p>In a few specific contexts, through the involvement of members of the network, the team has worked with public entities in the educational sectors. This includes the following examples:</p> <ol style="list-style-type: none"> 1. Collaboration with the Secretary of Education from Belen de los Andaquies 	<p>This is well noted. The evaluator has added the specific examples provided to complement paras 29, 57 and 119 where this had already been indicated, as well as in other sections:</p> <p>Para. 29: "While partners established connections with some institutions on their own, this was not strategically and systematically defined throughout the project cycle and across components".</p> <p>Para. 57: "Additional collaborations were identified as non-intended results coming through the extended networks and ongoing projects of implementing partners with other organizations. Fundación Escuelas de Paz [...]" –</p> <p>Para 119: "Project management supported this account, indicating that the work with the Secretary of Social Welfare of the Municipality of Pasto resulted in 23 facilitators trained and 425 victims of the armed conflict reached."</p> <p>This was also identified in Table 10 (117), as uses of trainings referred by participants.</p>

			<p>and departmental Secretaries of Education, and the educations institutions, despite the participation of teachers as key stakeholders.</p>	<p>(Caquetá), through the alliance with FEP. Thanks to this agreement, we reached La Mono Educational Institution with component III; besides, FEP plans to implement components I and II in the coming months.</p> <p>2. We work with the Secretary of Social Welfare of the Municipality of Pasto, through which we trained 23 facilitators and impacted 425 victims of the armed conflict.</p>	<p>The evaluation acknowledges the relevance of the project to current peacebuilding efforts, hence suggests in Recommendation 3 that increased strategic effort is advanced to communicate actions to local institutional actors of relevance, and to the extent possible within project scope, coalesce to reach out schools in a more structured manner and increase overall contributions to Colombia's efforts to build sustainable territorial peace.</p>
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Colombia Team	3	16 (36-37)	<p>"there is a need to transfer concepts and methodologies that help facilitators at the TOT and master level deal with the emotional load of participants". "The contents of trainings do not reflect a specific component or activities addressing the above-mentioned scenarios during workshops." "to introduce some basic guidelines for psychological first aid (PFA) that could be applied by trainers enhance the gender, culture and age sensitivity of the strategy."</p>	<p>We welcome this constructive criticism as this is a key consideration for the project team and we believe that there is always room for improvement with regards to specific psychological attention when dealing with trauma and matters of conflict sensitivity. The project team anticipated as much as possible potential challenges in this area and has taken the following measures:</p> <ul style="list-style-type: none"> A) all our training materials and activities have been validated by psychologists. B) All the training manuals contain a specific section on how to identify and deal with trauma. Activities that are considered specifically sensitive in their implementation have been flagged in the manuals and we have recommended that those are only conducted if and when trained psychologists or social workers can accompany the process. C) The UNITAR team held specific sessions on trauma sensitive training delivery in all master trainings; D) When developing virtual training tools and adapted training materials for distance delivery, all activities have been evaluated as to whether it is psychologically safe for people to go through them on their own. Any activity that did not meet this requirement was modified or taken out of the curriculum. E) Lastly, UNITAR colleagues in Colombia provided individual guidance and feedback to trainers and master trainers involved in the implementation of the project when points of concern were brought to them. A direct whatsapp line of communication was given at any moment 	<p>The evaluation recommends that current efforts and references to psychological care and best practices for trauma-based approaches in contents and methods, are strengthened and developed into a more structured PFA framework. Furthermore, the evaluation acknowledges efforts undertaken by the local team to be responsive in all dimensions (E) of assistance required by master trainers and organizations, yet PFA is an area of work that requires specialized and certified professionals.</p> <p>The recommendation made (R4) takes into account project efforts; however, it reflects as well recurrent references from participants in the trainings interviewed at both levels (MT and TOT), to the need for more guidance in this component of care and response and the sense of unpreparedness experienced (para.. 36, 136). Hence the evaluation "[...] identified the need for a separate facilitator's guide that develops in-depth the concepts framed in the learning objectives of the trainings, as well as best practices to incorporate a do no harm approach when dealing with sensitive aspects of conflict-related trauma that emerge during trainings". Page 7, Key findings.</p> <p>Interviewed persons did not refer to the training mentioned in point C of management comments. No other evidence of this training was provided during the data collection period.</p>
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Colombia Team	4	17 (39)	<p>Gender: gender analysis introduced in the M&E framework did not contain an elaborated and detailed analysis of the gender aspects of the contexts of intervention.</p>	<p>The sections in the M&E framework are showing specific indicators, questions, and targeted population for each of the three project components describe the relevant gender aspects of the context of intervention identified during the assessment within the project set up phase. These have been developed on the basis of an in-depth analysis process of the target audience, which formed part of the pilot projects. Summative information per component below:</p> <ul style="list-style-type: none"> • Component 1 highlights the role of gender in the social construction of stigma and the risks associated with involvement in armed groups and criminal gangs; and aims at deepen the understanding of identified gender-differentiated problems faced by former child soldiers in the demobilization and reintegration processes. • Component 2 describes local dynamics differentiating between gender-specific risk and vulnerability factors as well as shared risks. Analise and identifies gender division of labour, gender roles and responsibilities, and understanding the differentiated impact of family and authority structures in order to design the learning tools, as well as monitoring and evaluation questions. • Component 3 describes the different experiences of men and boys, women and girls in the context of conflict, focusing on promoting and giving visibility to conflict narratives from a gender-inclusive perspective. Gender expectations and forms of social pressure are also explored. <p>In addition, specific gender elements have been integrated in all the components following a transversal strategy. In this way, a trainer might not</p>	<p>The evaluation acknowledges efforts made by the project to incorporate the elements of a gender approach from design and throughout the project cycle, and the commitment to address and consistently measure inclusion and participation of girls and women. References to aspects of gender related to each component are also acknowledged and interpreted as relevant and coherent with overall project design.</p> <p>The evaluation used several points of reference to address the gender assessment at levels at which this is observed in project design, implementation, and results:</p> <ul style="list-style-type: none"> A. Specific indicators established in the LogFrame as units of measurement and inquiry: SOI- output 4; SOI -output 3; SOII – output 1; SOII – output 2. See attached “Gender marked output indicators in the logframe” document. B. The project’s established gender marker and the variable identified in its descriptor (para.17a), complemented with a progressive and descriptive GRES scale (para.17b). C. Desk review of all documents received (Annex C), and triangulation with remarks from participants to open boxes in surveys deployed, interviews with participants and local project team, focus groups and NPO. D. Assessment against evaluation questions established for gender analysis.
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				<p>be aware of been working specific gender issues but the contents and material include those elements along the way in a more subtle manner.</p>	<p>During interviews (C), overall participants did not reflect having knowledge of gender perspective or dimensions applied to trainings taken. Since the project does not have an objective assessment of learning, this cannot be contrasted with measurements obtained at this level.</p> <p>Furthermore, the evaluator did not receive consolidated analysis of results from the questionnaires applied to participants in individual or group interviews conducted by the project team or partners as mentioned in comment 5 of this audit trail.</p> <p>All in all, the evaluation suggests room for improvement to increase potential impacts on girls and women, which are observable. The results could also trigger adjustments to UNITAR's standards to move forward gender responsive and gender transformative programming.</p>
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Colombia Team	5	17 (42)	<p>Gender: no substantial evidence provided of qualitative or quantitative data analysis from self-assessments or other verification methods (focus groups, interviews) to assess the results for all the indicators established.</p>	<p>The following focus group questions addressed the topic during sessions held with Master trainers (professionals) and at community level. The questions aim at providing qualitative evidence to assess indicators established at M&E framework.</p> <ol style="list-style-type: none"> 1. Based on the reflections that emerged during workshops, do you think that characteristics such as gender, skin color, age, etc., made young people and children experience the conflict in a different way? For example, a young indigenous woman, who lives in the countryside and has a disability, would have the same experiences / risks / difficulties during the conflict as a white man, who lives in a city? 2. Do you think that women and men - or others - are vulnerable and exposed to the same risks and problems that persist in Colombia after the signing of the peace agreement? Think about the risks faced by men / boys and women / girls - or others - in your community. 3. Do you consider that there is any relationship between the different types of violence in the country and gender issues / stereotypes? <p>[Original questions in Spanish]</p> <ol style="list-style-type: none"> 1. A partir de las reflexiones que surgieron en los talleres ¿piensan que características como género, color de piel, edad, etc., hizo que los jóvenes y niño/as vivieran el conflicto de manera distinta? Por ejemplo, una joven indígena, que vive en el campo y tiene alguna discapacidad, tendría las mismas experiencias/riesgos/ dificultades durante el conflicto que un hombre blanco, que vive en una ciudad? 2. ¿Piensan que las mujeres y hombres – u otros-, son vulnerables y se exponen a los mismos riesgos y problemas que persisten en Colombia después de la firma de la paz? Piensen en los riesgos que enfrentan los hombres/niños y mujeres/niñas -u otro- en su comunidad. 	<p>Well noted. A reference to these questions already observed in the M&E framework document has now been added in para 40.</p> <p>Please see this addressed in para 4 as well:</p> <p>“Furthermore, the evaluator did not receive consolidated analysis of results from the questionnaires applied to participants in individual or group interviews conducted by the project team or partners as mentioned in comment 5 of this audit trail” (para 42)</p>
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				3. ¿Consideran que hay alguna relación entre los diferentes tipos de violencia en el país y las cuestiones/estereotipos de género?	
Colombia Team	6	18 (45)	Gender: no evidence was found of a transformative gender approach integrated across all components and clearly reflected in programming,	We acknowledge lacking a gender responsive budget and take good note of it. UNITAR's Division for Peace has hired a gender advisor in early 2020 to systematically improve on gender responsive budgeting and gender indicators. UNITAR is already investing in these areas and we are committed to strictly follow this line of work.	Well noted and referenced in para 45. This is an important step forward.

			budgeting and indicators. Particularly, no structured conceptual framework for gender-based capacity		
Colombia Team	7	23 (65)	65. Yet not all Master Trainers have conducted multiplications on their own. The data obtained from the project metrics show that some of the trainees conducted multiplications in pairs and others did not report information about the use of the trainings in their organizations or communities. For a total of 77 participants trained as masters, a total of 42 TOT were conducted. The TOT on the	<p>1. While not all master trainers were involved in the multiplication of training efforts due to limitations that the COVID19 pandemic has presented, it is important to note that Master Trainers often worked in teams of 2 or more people to roll out further training courses.</p> <p>2. the numbers in the table presented in paragraph 65 need to be adjusted to read:</p> <p>44 TOT conducted by MT Pintando el Futuro 13 Viaje de Héroes 9 Perspectivas: 22</p> <p>56 community multiplications Pintando el Futuro: 19 Viaje de Héroes: 14 Perspectivas de Paz: 23</p>	<p>The evaluator noted this (1) in para 66: <i>“trainees conducted multiplications in pairs and others did not report information about the use of the trainings in their organizations or communities”.</i></p> <p>The evaluation also acknowledges the limitations that COVID-19 posed to the project implementation and multiplication process.</p> <p>Updated numbers have been added to Table 5.</p>

			other hand, carried out a total of 54 multiplications .		
Colombia Team	8	21 (56)	<p>Partnerships: UNITAR's efforts could benefit from identifying avenues for collaboration and coordination with other agencies, mainly from those UN programmes and teams working in PDET territories and the communities were the former FARC members have settled and those addressing youth violence prevention in conflict afflicted areas (UNICEF,</p>	<p>UNITAR has been coordinating its efforts with UNDP and UNICEF since 2016. UNICEF has actively participated in the revision and finalization of the comics and materials of project component 1. UNDP and the RC Office have been kept informed about the project activities on a constant basis. UNITAR also liaised with UNODC but the two agencies agreed that their work had a different focus so concrete cooperation was not envisaged.</p> <p>What is more, through coordination with the RC's office, UNITAR has built strong ties with the UN Verification Mission in Colombia. Indeed, as described in the report, five youth focal points from the UN Mission have been involved in the project component three. This collaboration has also been acknowledged in the SG's report on Colombia in 2019.</p>	<p>The evaluation evidenced important results and anticipated impacts from the coalition with the UN Verification Mission for this project.</p> <p>The results observed and the accounts from the interviews with key informants from this organization participating in the trainings, indicated that this could be further developed under a more structured synergy that enhances the potential to a) strengthen the Mission's mandate in support of peacebuilding in Colombia and b) increase and boost the project outreach and impact to the former FARC combatants, their families, and receptor communities (Recommendation 5). para 55 also refers to the insights provided by one of the KI from the Mission:</p> <p><i>"However, informants recommended a formalized agreement that helps institutionalize these trainings and the required multiplications. One of them referred to the low support from supervisors within the Mission to carry out the multiplication, which made it difficult to obtain clearance for field activities in these areas".</i></p>

			UNODC, UNDP)		
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Colombia Team	9	29 (84)	Leadership: "the extent to which the activities and trainings have led to youth having an active and determinant role in their environment is yet to be determined. An assessment of "empowerment" and "agency" as indicators of impact, should be approached from a complexity-aware perspective"	<p>A. UNITAR is using as reference framework for the understanding of "empowerment", "leadership" and "agency" the relevant UN definitions as set out through the Progress study on Youth, Peace and Security".</p> <p>For the purpose of this project and its dedicated tools, youth leadership and empowerment are conceptualized as processes over time in which a progressive pathway towards the recognition of one's agency lies at the heart of all interventions. The expression of these leadership qualities in one's one context (family, social reference group, communities) will necessarily take different shapes and forms.</p> <p>B. Focus group discussions as well as structured observations by the professionals partaking in this project are showing evidence of the achievement of this project objective.</p> <p>In the implementation of the focus groups, the impact of the project on the lives of the young people who have carried it out has become evident. According to one of the facilitators of Ciudad Don Bosco, for example, thanks to activities implemented under component 2, the young people of the boarding school have been able to create pathways of forgiveness and reconciliation with peers with whom they had broken relationships as a result of the ongoing conflict in Colombia. As a result of this process, these relationships have been turned into harmonious and respectful interactions, thus increasing their influence in roles of greater leadership in their immediate surroundings.</p> <p>At the San Juan Bosco Educational Institution in Dos Quebradas, it was possible to observe how</p>	<p>Note: comments made by management have been split and lettered for a more specific answer.</p> <p>A. The conceptualization is well noted. However, the evaluator suggests taking the conceptualization to the realm of monitoring and evaluation, adding indicators and criteria (variables) that target measurement of concepts and overall expected changes in behaviour, leadership, empowerment, agency and else deemed critical to the objectives of the project. This will help make visible the progressive qualitative and/or quantitative metrics of change in its <i>"defined shapes and forms"</i> for the project. This could be addressed on conjunction with R2.</p> <p>B. Data collection ended in October 2020. As stated, the evaluation acknowledges the project is still ongoing and the results of the focus groups might not be available. Hence determining impacts in areas where there is more prospective analysis required is not yet possible with the existing evidence, except for areas mentioned in the report. For the focus groups already conducted, the evaluator did not receive the analysis or transcripts from these. As indicated in R2, implementing partners play a critical role in supporting qualitative measurement of results beyond the output level. Consider strengthening their learning and feedback loops in support of increased targeted measurement and reporting to</p>
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				<p>the implementation of Peace Perspectives allowed some young people to reconcile themselves with experiences from their own lives, feeling more confident, more connected to the people around them and with greater clarity about the ways in which they want to impact the world through, for example, the university career they will pursue.</p> <p>C. Also Paragraph 85 of this report notes: "[master trainer from the UN Verification Mission] He signalled how the training (Perspectivas de Paz) has driven what he described as “transformative changes” that have added value to other ongoing peace and reconciliation efforts that these youth from the ETCR are participating in. Participants in the training have scaled applications of their training to the community by channelling through existing initiatives from the ARN, British Council, the Truth Commission, and other programmes from UN agencies."</p>	<p>critical impact markers (Agency, leadership, empowerment, others).</p> <p>C. The evaluation noted the highly positive results evidenced from all sources in relation to perceived youth change and outcomes from their participation in trainings and other activities conducted. The project will greatly benefit from linking youth participant’s perceptions to targeted change measures across change dimensions, and establishing mechanisms to provide post-training follow-up, leveraging the local and national platforms available (See R2 and R8).</p>
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	10	46 (76)	<p>"However, these adaptations signal important lessons that could be adopted by the project and UNITAR as standards that enhance results in distance learning. Distant and virtual learning could be developed as complementary methodologies, and thus it is advised to further develop the methodological basis for both.</p>	<p>The training materials in their adapted forms (digital, WhatsApp training measures, radio programming etc.) have indeed been developed as complementary to the face-to-face training materials. All trainers have received guidance on how to assess which training materials and specific elements are suitable for their respective communities (criteria being for instance the possibility of meeting in person, the availability of computers/ mobile phones in households, data reach of mobile networks etc).</p>	<p>The report evidenced how online materials developed reflect high quality, accessibility, and consistence with the in-person training contents. The evaluation also acknowledges the timeliness and effort applied to provide this resource despite time constrains and restrictions in place during COVID-19.</p> <p>The evaluation also noticed that access to the virtual materials is widespread, however, informants did not acknowledge receiving training to approach the virtual component from a methodological perspective (para 78).</p> <p><i>"All the participants interviewed indicated they have not received a full transfer of the virtual components, though they received the link and indications to access".</i></p> <p>In a forward-looking perspective, COVID-19 will prompt changes in training and education. Participants in this and other UNITAR trainings will benefit from having access and training for the use of blended learning materials and handbooks (or structured guidelines) to implement these in support of multiplication and impact.</p> <p>Furthermore, virtual and distant modalities comprise different methodological developments. A complexity and context-aware approach will strengthen the value of these methods in the case of communities with limited digital access and literacy, such us most rural communities, for example.</p>
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Colombia Team	11	34 (102)	<p>Strengthening organisations and local networks: the evaluation stresses the importance of revising the approach taken towards the work with schools, teachers, and other professionals within schools, increasing the strategic and longer-term focus in the strengthened capacities of</p>	<p>A. The main entry point for the implementation of this project was the network of educational institutions associated to the Salesian community in Colombia. However, this network has been growing organically over the duration of the project as the tools itself created interest beyond the Salesian community. A key consideration for the project team has always been combining institutional commitment and individual participation in trainings.</p> <p>B. It has been indeed more challenging to achieve a higher-level institutional commitment from educational institutions within the network as compared to informal educational programs that participated in the implementation of this project. In order to overcome this challenge for future projects, CDB and UNITAR have discussed the formalization of the network (see comment 13). The below example shows that a meaningful partnership with schools can yield important results:</p> <p>C. Working in Colombia for several years has allowed us to build trust between institutions. As a result of this project, we were for instance able</p>	<p>Note: comments made by management have been split and lettered for a more specific answer.</p> <p>Overall, the evaluation identified significant outcomes emerging from the work with teachers and in some cases, schools as the key stakeholders. These evidenced outcomes and the potential revealed in formal educational environments as enablers of further and more sustained actions for youth empowerment, are the basis for this remark (para 103).</p> <p>The evaluation endorses and reflects the team's comments A and C. The project has impacted organizational strengthening and networks:</p> <p><i>"The organizations have benefitted greatly from having their members trained and in most cases are using the trainings to extend their actions beyond the scope of</i></p>

			<p>this beneficiary group."</p>	<p>to support the San Juan Bosco School in Dosquebradas to include components II and III in their standing students' curriculum. Additionally, the school created a new social project, in which the UNITAR methodologies will be the central axis of its interventions in the vulnerable communities it works with.</p>	<p><i>multiplication in the project</i>" – Key findings, page 8. Furthermore, it is anticipated as one of the five dimensions of results that could support longer-term change. Key findings, from page 8 to page 10.</p> <p>Thus, the evaluation welcomes the intention to strengthen organizations (comment B) into a networked effort and suggests this also involves further capacity strengthening for sustained impact (R7), and increased coalition with the local educational ecosystem to support networked efforts with schools (R3).</p>
Colombia Team	12	(108) and (112)	Comments on budget	See attached excel document with updated and corrected figures	The initial table and analysis made used as points of reference the two budget versions provided and understood as official "project budget" and "updated Covid-19 budget". (Annex C). However, the evaluator has incorporated the changes received on December 9 and the supporting budget file received on December 16, as Table 9.

Colombia Team	13	47 (129)	<p>Exit strategy: "The evaluation did not identify a clear exit strategy in place. The main assumption is that the capacity building process will strengthen master organizations' capacity to continue applying the trainings and extending the scope of work with their beneficiaries beyond the project cycle."</p>	<p>In addition to the evaluation efforts undertaken by UNITAR, Ciudad Don Bosco has equally conducted an evaluation with the participating institutions in the network with the explicit purpose of ensuring long-term sustainability of the project measures undertaken. On November 24th, the UNITAR team was invited by the Padre Superior: Luis Fernando Valencia as well as Padre Rafael Bejarano, Delegate of the Interamerican Region to discuss the outcomes and recommendations resulting from the CDB evaluation process. While the network of institutions involved in the implementation of the project: Youth-led Peace and Reconciliation in Colombia has evolved organically over the course of the project duration, the Salesian community in Colombia will now work to formalize the network. This is being done to ensure the continued commitment of organizations to the use of the tools and processes.</p>	<p>The evaluator did not have information that anticipated this evaluation from CDB and has not had access to the results yet. However, the evaluation acknowledges an important effort towards promoting learning and adaptive management for both UNITAR and partners within the project.</p> <p>Framing evaluations from implementing partners within a common monitoring, evaluation and learning plan agreed upon design, will greatly benefit the overall M&E system and the feedback loops that provide key inputs for decision making and adapting as the project evolves:</p> <p><i>"Finally, create a learning plan that promotes feedback loops throughout the project cycle and internal evaluation with implementing partners and beneficiaries".</i> (R2)</p>
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