

**Evaluation of UNAOC's Youth Solidarity Fund Projects  
Funded by the Government of Finland 2016 and 2017:  
2016 in Nigeria, Cameroon, and the State of Palestine  
2017 in Uganda, South Sudan, Morocco, India (implemented also in  
Nepal and Bhutan) and Pakistan**

by  
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# ABBREVIATIONS AND ACRONYMS

➤ 3R	SFCG's Reach, Resonance, and Response framework
➤ AFCIG	Action Foundation Common Initiative Group
➤ AIDS	Acquired immune deficiency syndrome
➤ ALDED	Approches Locales pour le Développement Durable
➤ CBO	Community-based organization
➤ CoD	Charter of Demand
➤ CSM	Chantiers Sociaux Marocains
➤ DRC	Democratic Republic of Congo
➤ EAC	Evaluation Activity Code
➤ EC	Evaluation Coordinator
➤ EU	European Union
➤ FBO	Faith-Based Organization
➤ FGD	Focus Group Discussion
➤ FOFCOD	Forum for Community Change and Development
➤ HIV	human immunodeficiency virus
➤ HOFNA	Hope for the Needy Cameroon
➤ ICF	Information and Informed Consent Form
➤ ICODI	Integrated Community Development Initiative
➤ IV	interview
➤ KII	key informant interview
➤ LCDA	Local Community Development Area
➤ LGA	Local Government Area
➤ LIFE	Leadership Initiative for Youth Empowerment
➤ M&E	Monitoring and Evaluation
➤ MENA	Middle East and North Africa region
➤ MINJEC	Ministry of Youth Affairs and Civic Education
➤ NGO	non-governmental organization
➤ NHDR	National Human Development Report
➤ NOC	No Objection Certificate
➤ OC	One Cameroon
➤ OS	online surveys
➤ PCCDS	Palestinian Center for Communication and Development Strategies
➤ PE	Peer Educator
➤ Q&A	Question and Answer

➤ RACD	Real Agency for Community Development
➤ SFCG	Search for Common Ground
➤ SOF	Standard Observation Form
➤ SRADHA	<i>(the name of the organization is capitalized though it is not an acronym)</i>
➤ TOR	Terms of Reference
➤ ToT	training of trainers
➤ TV	Television
➤ UN	United Nations
➤ UNAOC	United Nations Alliance of Civilizations
➤ UNDP	United Nations Development Programme
➤ UNHCR	United Nations High Commissioner for Refugees
➤ UNOY	United Network of Young Peacebuilders
➤ UNSCR	United Nations Security Council Resolutions
➤ USA	United States of America
➤ USAID	United States Agency for International Development
➤ YA	Youth Ambassadors
➤ YPA	Youth Peace Activist <i>(with Aware Girls in Pakistan)</i>
➤ YPA	Youth Peace Ambassador <i>(with ALDED in Cameroon)</i>
➤ YPE	Youth Peer Educator
➤ YP	Young Peacebuilders
➤ YSF	Youth Solidarity Fund



A summary of the YSF program, the evaluation methodology, key findings, and key recommendations are provided in this executive summary.

The United Nations Alliance of Civilizations (UNAOC), established in 2005 by Mr. Kofi Annan and co-sponsored by the governments of Spain and Turkey, *“works toward a more peaceful, more socially inclusive world, by building mutual respect among peoples of different cultural and religious identities, and highlighting the will of the world’s majority to reject extremism and embrace diversity.”* UNAOC project activities are fashioned around Youth, Education, Media, and Migration. In 2008 UNAOC launched the Youth Solidarity Fund (YSF),

which supports youth-led organizations fostering peaceful and inclusive societies by providing direct funding and capacity building to outstanding projects promoting intercultural and interfaith dialogue. UNAOC has launched six YSF editions, providing a total of \$1,362,845.22 in grants to 57 youth-led organizations based in Africa, the Americas, Asia, and Europe. An additional \$522,951.00 was spent by UNAOC on capacity building for the youth-led organizations' monitoring and evaluation, communication support, and administration costs. Thus, 72% of YSF program funding went directly to youth-led peacebuilding projects while YSF provided typical granting services along with extensive capacity building services for 28% of total project costs. The 57 youth-led projects funded between 2008 and 2017 reached an estimated 1,380,316 direct and indirect beneficiaries in 34 countries (YSF personal communication, August 2018). Thus, it cost \$1.37 per person to reach over 1.38 million people or \$0.99 per person in direct granting costs. All projects were youth-led (18-35 years of age) and youth-focused.

UNAOC quickly responded to the research results and recommendations submitted to them in a 2006 report entitled, *Youth for Alliance of Civilizations: Promoting Dialogue, Building a Culture of Peace*. When UNAOC began YSF in 2008 there was still extremely little research on the critical nature of youth peacebuilding efforts and there were no UN Security Council Resolutions. Today the evidence base for the importance of youth peacebuilding is growing rapidly and there are several UNSCRs highlighting the need to better support more youth peacebuilders in order to cultivate and sustain peace (UNSCR 2250 (2015), 2282 (2016), 2419 (2018)). YSF has provided a pioneering and strategic service that is increasingly seen as best practice in the fields of peacebuilding and international development.

The Government of Finland has played a flagship role in supporting YSF since its inception. This evaluation focuses specifically on 10 YSF projects funded by the Government of Finland in Cameroon, Nigeria, and the State of Palestine in 2016 and in India, Morocco, Pakistan, South Sudan and Uganda in 2017, and on the support YSF offered to these projects.

## Evaluation Methodology Summary

The evaluation included a mixed methodology approach including both qualitative and quantitative methods, but with emphasis on qualitative methods. The evaluation was divided into two parts: (1) assessment of the YSF program and (2) assessment of the 10 projects in eight countries that the Government of Finland funded via YSF in 2016 and 2017. Assessment of YSF included:

1. Extensive document review.
2. Semistructured KIIIs with five key YSF staff persons and nine program directors or managers from nine of the YSF-funded youth-led organizations, and an unstructured KII with the director of the 10th organization (ALDED) facilitated by a Local Evaluator because of language limitations. The current YSF Project Manager was interviewed many times.
3. An online survey collected responses from five YSF staff persons and 10 key representatives from YSF-funded organizations. PCCDS and YaLa in the State of Palestine did not complete the survey.
4. Review of the 10 case studies of YSF-funded projects.



**TABLE: Evaluation Participants Summary by Type, Gender, and Evaluation Method Used**

**MAP: Areas YSF 2016 and 2017 Grantees' Implemented Projects**



## Summary of Key Findings

Below is a summary of key findings. The evaluation's Findings section includes additional findings and more detailed engagement with those listed below. Each of the 10 case studies also includes a Findings section with elements not listed in this summary.

Findings are not divided into a separate section for strengths and another for weaknesses as often strengths and weakness dynamically interact within a single finding. For example, YSF staff turnover provided both benefits and challenges. Thus, where applicable, a finding's strengths and weakness are discussed together.

Evaluation findings and recommendations focus on relevance first for YSF, secondly for other public or private donors seeking to resource youth-led peacebuilding organizations, and thirdly, all others seeking to support youth peacebuilding efforts, including the youth-peacebuilders themselves. In this way YSF's pioneering youth peacebuilding experience can be leveraged to provide guidance for a broad array of actors with a emphasis on donors supporting youth-led peacebuilding efforts.

### **Engagement Depth, Score, and Cost per Engagement.**

Project planning and reporting templates requested the number of people reached but did not quantify the depth of people reached. The author developed a Qualitative Depth of Engagement Scale allowing a numeric value to be given to an activity based on the activity's length and/or quality. The scale helps analysis move beyond cost per person reached, which can sometimes result in bias towards means that reach large numbers of people for a relatively low cost, such as social or mass media-related engagements, even if the depth of engagement is quite limited. With each engagement given a weighted value, deeper engagements weighted more heavily, and the ability to count distinct engagements with the same person, one can better assess the cost per engagement. This scale, illustrated in the figure below, was used to weight the activities of each project. It is clearly a rudimentary tool and it does not fully prevent mass media campaigns from appearing as the best value for one's investment when this may not necessarily be the case. It is nevertheless helpful, and arguably more accurate, to consider a cost per engagement as opposed to considering only a cost per person reached.

**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

**TABLE: 2016 & 2017 Total Reach, Engagement Score, and Cost Per Engagement**

	People Reached	Engagement Score	YSF Grant Received	Actual Cost of Projects	Cost Per Engagement
<b>TOTALS from 2016 and 2017</b>	547,513	762,902	\$240,676	\$252,246	\$0.33

**TABLE: 2016 Evaluation Participants Total Reach, Engagement Score, and Cost Per Engagement**

	People Reached	Engagement Score	YSF Grant Received	Actual Cost of Project	Cost Per Engagement
<b>Nigeria: Initiative for Youth Empowerment (LIFE)</b>	36,691	74,069	\$25,000	\$25,000	\$0.34
<b>Cameroon: Action Foundation Common Initiative Group (AFCIG)</b>	37,199	73,336	\$19,934	\$19,959	\$0.27
<b>Cameroon: Approches Locales pour le Developpement Durable (ALDED)</b>	35,696	106,226	\$24,976	\$26,040	\$0.25
<b>Palestinian Center for Communication &amp; Development Strategies (PCCDS)</b>	7,324	14,821	\$23,705	\$25,560	\$1.72
<b>YaLa Palestine</b>	400,300	401,108	\$24,885	\$24,887	\$0.06
<b>2016 TOTALS</b>	<b>517,210</b>	<b>669,560</b>	<b>\$118,500</b>	<b>\$121,446</b>	<b>\$0.18</b>



**TABLE: 2017 Evaluation Participants Total Reach, Engagement Score, and Cost Per Engagement**

	People Reached	Engagement Score	YSF Grant Received	Actual Cost of Project	Cost Per Engagement
<b>Uganda: Integrated Community Development Initiative (ICODI)</b>	21,066	65,770	\$24,923	\$28,673	\$0.44
<b>South Sudan: Forum for Community Change &amp; Development (FOFCOD)</b>	1,785	2,520	\$25,000	\$28,444	\$11.29
<b>Morocco: Chantiers Sociaux Marocains (CSM)</b>	480	1,920	\$24,253	\$25,684	\$13.38
<b>India, Bhutan, &amp; Nepal: SRADHA</b>	5,568	18,272	\$25,000	\$25,000	\$1.37
<b>Pakistan: Aware Girls</b>	1,404	4,860	\$23,000	\$22,999	\$4.73
<b>2017 TOTALS</b>	<b>30,303</b>	<b>93,342</b>	<b>\$122,176</b>	<b>\$130,800</b>	<b>\$1.40</b>

#### **Findings Related to YSF Objectives and Selection Criteria.**

1. YSF provided a pioneering and strategic service that is increasingly seen as best practice in the fields of peacebuilding and international development.
2. YSF had a clear mission to support effective youth-led peacebuilding efforts but could further refine its grantee selection criteria and the types and scope of capacity building services offered.
3. YSF is strategically positioned as both a donor and an implementer.
4. YSF staff turnover provided both benefits and challenges.
5. The short 12-month funding cycle hindered impact and put significant stress on both YSF staff and grantees.
6. YSF's call for applications reached a fairly large and diverse audience despite some limitations.
7. Multi-year funding with clear guidelines may help further YSF's aims and project impact.
8. Most YSF staff and grantees surveyed felt the \$25,000 grant size was about right for building capacity of smaller youth-led organizations primarily in majority world contexts.

#### **Findings Related to the YSF Application and Selection Process.**

1. The YSF application process itself helped build the capacity of youth-led organizations through YSF's selection criteria and by requiring applicants to articulate their projects using YSF's clear, concise, and systematic application and workplan templates.
2. The variety of project ideas were relatively limited given the 1,246 applications YSF received in 2016 and 2017.
3. Verifying applicant information was a significant challenge.
4. Grantees valued the clarity and refining elements of the agreement process.
5. The short selection period strained YSF staff and some applicants.
6. Overall, the YSF processes for applications, selection and granting, identified projects that were youth-led.
7. Nearly all YSF projects had impressively wide reach and most engaged a smaller number of youth more deeply.

### **Findings Related to YSF Capacity Building Efforts.**

1. Much more than YSF staff realized, grantees who received remote coaching or support found it extremely valuable for increasing their project quality and impact.
2. Public promotion of grantees greatly benefited some grantees.
3. Interim progress reports helped grantees consider, adapt, correct, and complete their projects in a clear, methodical way.
4. Grantees and YSF staff alike believed YSF capacity building training events were extremely valuable for increasing the quality and impact of participant's future peacebuilding efforts.
5. Youth peacebuilders highly valued and appeared to significantly benefit from opportunities for meaningful, face-to-face peer engagement.
6. The online alumni platform InterculturalLeaders.org has unrealized potential.
7. YSF is making great efforts to build a valuable global network of youth peacebuilders and could do so even more efficiently.
8. As part of organizational capacity building, YSF provided multiple direct efforts supporting grantees' financial sustainability beyond YSF's short term funding.

### **Unique or Thematic Findings from Case Studies and Overarching Findings.**

1. Project activities engaged people and inspired peacebuilding action significantly beyond what was measured in reports.
2. The enthusiastic dedication of the young peacebuilders improved project impact.
3. Youth leaders equipped through YSF-funded projects leveraged their personal connections with peers and others to share the peacebuilding education they had received and further project aims.
4. Projects ended after YSF funding, although long-term results were apparent through behavioral changes of beneficiaries.
5. Youth-led organizations missed opportunities to continue working with trained youth leaders post-YSF-funding.
6. More children were impacted by the project than recorded in project final reports.
7. YSF projects overcame significant gender discrimination in each of their contexts to achieve impressive gender balance in their projects and across most of their activities.

## **Summary of Key Recommendations**

Below is a summary of key recommendations. The evaluation's Recommendations section includes additional recommendations and more detailed engagement with recommendations listed below. Each of the 10 case studies also includes a Recommendations section with elements not listed in this summary.

Recommendations focus on relevance first for YSF, secondly for other public or private donors seeking to resource youth-led peacebuilding organizations, and thirdly, all others seeking to support youth peacebuilding efforts, including the youth-peacebuilders themselves. In this way YSF's pioneering youth peacebuilding experience can be leveraged to provide

guidance for a broad array of actors with a emphasis on donors supporting youth-led peacebuilding efforts.

Some of these recommendations below would require funding and/or other resources to implement and others would not.

**Recommendations Related to YSF Objectives and Selection Criteria.**

1. Analyze past and current, strengths, weaknesses, threats, and opportunities for the YSF program to clarify and then consistently communicate YSF's refined vision, mission, strategy, and objectives.
2. Lengthen the funding cycle to at least 15 months.
3. Consider how to effectively and efficiently give a larger number of smaller grants in addition to current grants which are typically closer to YSF's maximum grant amount of \$25,000.
4. Consider adding a minimum and maximum prior-year budget to grant guidelines for youth-led organizations.
5. Encourage more innovative projects by adding this to the Application Guidelines Selection Criteria.

**Recommendations Related to the YSF Application and Selection Process.**

1. Lengthen the time available to process and select applicants. Significantly increase YSF funding or partner with other funds to increase the variety of supportable projects and applicants, including non-English speaking projects and those in conflict zones.
2. Further leverage YSF's growing trusted network, including YSF Alumni, to gather from trusted sources, on-the-ground verification of applicants' claims.
3. Continue engaging youth clearly and consistently in the applicant review and selection process.
4. Continue asking applicants to identify potential challenges to successful project implementation.
5. Create a more formalized training and support process for developing and refining grantee work plans and budgets.

**Recommendations Related to YSF Capacity Building.**

1. Develop a stronger, clearer, and more strategic grantee capacity building program.
  - a. Consistently hold and integrate capacity building events with beginning and ending grantees and YSF Alumni.
  - b. Better leverage InterculturalLeaders.org to more effectively support capacity building efforts.
  - c. Consistently provide capacity building webinars and record training at events to build a database of youth peacebuilding-focused training tools for YSF Grantees, Alumni, and others supporting youth peacebuilding.
  - d. Continue providing expert consultation and volunteer service through InterculturalLeaders.org.
  - e. Continue collaborating with YSF Alumni, the UN Interagency Working Group on Youth and Peacebuilding, and others to expand and share databases of youth peacebuilding-related events, resources, tools, donors, and actors.

- f. As a key part of organizational sustainability, improve and expand efforts to increase grantees' financial sustainability from the start and postproject.
  - g. Increase and systematize coaching provided to grantees.
- 2. Develop and implement a strategic plan to link and expand the YSF Alumni network.
  - a. Regional networks with meetups.
  - b. Grantee exchanges.
  - c. YSF Alumni could regularly select or elect alumni to officially represent the network with key child and youth peacebuilding networks.
  - d. Strengthen online engagement.
  - e. Provide quarterly webinars with Q&A for YSF Alumni and their guests.
- 3. As part of YSF's capacity building efforts and to increase the quality of future applicants, consider giving more feedback to applicants who are not selected.
- 4. Help grantees better document evidence of project impact by adapting interim and final reporting to focus more on confirming impact than stating activities.
- 6. Help grantees create and implement strategies for some continuity with beneficiaries, and particularly with trained youth leaders, postfunding.

#### **Unique or Thematic Recommendations from Case Studies and Overarching Recommendations for YSF.**

- 1. Improve YSF and grantee monitoring and evaluation to increase program impact and take advantage of YSF's unique opportunity to positively influence the youth peacebuilding field.
- 2. Increasing funding to YSF could allow an economy of scale to better justify valuable additional services, such as multi-language support, and thereby increase applicant diversity.
- 3. Commission an independent evaluation of YSF's full program history.
- 4. Leverage YSF's experience and pioneering leadership role to inspire and support other funds giving to youth peacebuilding efforts.

#### **Unique or Thematic Recommendations from Case Studies and Overarching Recommendations for YSF and Others Supporting Youth Peacebuilding Efforts.**

The following recommendations have varying degrees of direct applicability for YSF but are likely to provide helpful guidance to others working in the field of youth peacebuilding.

- 1. Maximize youth peacebuilding creativity and impact by providing youth peacebuilding training, then more structured practice of the skills gained, and finally freedom for the trained youth to practice their peacebuilding skills in ways they design.
- 2. Engage as early as possible key gatekeepers who could hinder or advance the achievement of core project activities.
- 3. Continue requiring grantees to disaggregate participants by gender in their Final Reports; add this requirement to their workplans; and help grantees consider additional actions to achieve desired participation in their context.
- 4. Increase collaboration with government authorities, other like-minded organizations, and local and international NGOs to increase project impact.
- 5. Help youth-led organizations consider how to leverage the personal networks and relationships of the youth leaders they train in order to help further project aims.

6. Help grantees consider how to better and more safely engage children in and through their projects.
  - a. Include in reporting templates a distinct space for recording child participants 0 to 17 years old.
  - b. Estimate in each project workplan distinct numbers of child participants (0-17), along with youth (18-35), and “nonyouth” (36+).
  - c. Ensure grantees understand the value of child plasticity as it relates to peacebuilding impact.
  - d. Provide an example child protection and behavior protocol, and good child peacebuilding practices, to help grantees and alumni engage with children more appropriately, safely, and effectively.
7. Ensure rigorous follow-up and contact with youth participants after close of the project for sustainable impact.



# INTRODUCTION

The United Nations Alliance of Civilizations (UNAO), established in 2005 by Mr. Kofi Annan and co-sponsored by the governments of Spain and Turkey, “works toward a more peaceful, more socially inclusive world, by building mutual respect among peoples of different cultural and religious identities, and highlighting the will of the world’s majority to reject extremism and embrace diversity.” UNAO project activities are fashioned around Youth, Education, Media, and Migration. In 2008 UNAO launched the Youth Solidarity Fund (YSF), which supports youth-led organizations fostering peaceful and inclusive societies by providing direct funding and capacity building to outstanding projects promoting intercultural and interfaith dialogue. UNAO has launched six YSF editions, providing a total of \$1,362,845.22 in grants to 57 youth-led organizations based in Africa, the Americas, Asia, and Europe. An additional \$522,951.00 was spent by UNAO on capacity building for the youth-led organizations’ monitoring and evaluation, communication support, and administration costs. Thus, 72% of YSF program funding went directly to youth-led peacebuilding projects while YSF provided typical granting services along with extensive capacity building services for 28% of total project costs. The 57 youth-led projects funded between 2008 and 2017 reached an estimated 1,380,316 direct and indirect beneficiaries in 34 countries (YSF personal communication, August 2018). Thus, it cost \$1.37 per person to reach over 1.38 million people or \$0.99 per person in direct granting costs. All projects were youth-led (18-35 years of age) and youth-focused.



The Government of Finland has played a flagship role in supporting YSF since its inception. This evaluation focuses specifically on 10 YSF projects funded by the Government of Finland in Cameroon, Nigeria, and the State of Palestine in 2016 and in Uganda, South Sudan, Pakistan, and Morocco in 2017, and on the support YSF offered to these projects.



# METHODOLOGY

## Objectives

There were two primary objectives to this evaluation. The first focused on evaluating the YSF program, and the second focused on evaluating the impact of the 10 youth-led projects funded by the Government of Finland through YSF in 2016 and 2017. This report evaluates the efficiency and effectiveness of YSF program activities and the effectiveness of YSF-funded projects. The overarching aim of the evaluation and the methodology was not only to collect information useful for YSF, but also to extract findings and produce recommendations useful for the rapidly emerging youth peacebuilding field and particularly for those seeking to fund youth-led peacebuilding organizations.

The central question for evaluating the YSF program was:

*What were the strengths and weaknesses of the YSF program and how can it, and other similar donor efforts, more effectively and efficiently support small, youth-led, and youth-involved peacebuilding projects?*

Strengths and weakness often dynamically interact within a single finding. Therefore, where applicable, they are discussed together rather than creating a separate findings section for weaknesses and another for strengths.



Secondary YSF evaluation questions included:

1. What value do grant recipients place on inputs, services, and support provided by YSF?
2. What were the strengths and limitations of the program selection criteria and application and selection processes?

The central question for evaluating the YSF-funded projects was:

*What was the project's peacebuilding impact and how might it be improved?*

Secondary grantee evaluation questions included:

1. To what extent were project activities implemented adequately?
2. Which internal and external factors facilitated or hindered the achievements of expected results/specific objectives?
3. To what extent were projects youth-led?

## Methods Overview

The evaluation involved a mixed methodology approach that varied by evaluation objective and the project being evaluated.

Methods for evaluating the YSF program included document review, interviews, and an online survey. Data collected through the 10 case studies were also used to assess YSF.

Methods used to evaluate the 10 YSF-funded projects included interviews, focus group discussions, online surveys, paper surveys, and document reviews. The methods used for each project were tailored to the context and the resources available in that context. A detailed discussion of each methodology used is included within each case study. Findings and recommendations from each case study were also used to produce overarching findings and recommendations specifically related to the assessment of YSF.

Local Evaluators were independently recruited by Young Peacebuilders in Cameroon, Nigeria, Pakistan and Uganda. The evaluator in Uganda was responsible for collecting data and drafting case studies for projects in South Sudan, the State of Palestine, and Uganda. The evaluator in Nigeria was responsible for collecting data and drafting case studies for projects based in Morocco, Nigeria, and India, with the latter also implemented in Nepal and Bhutan. The evaluator in Cameroon was responsible for collecting data and drafting case studies for two projects in Cameroon.

**Local Evaluators were independently recruited and managed by the Young Peacebuilders organization.** In this way Young Peacebuilders helped prevent research bias. Recruitment of Local Evaluators was done without assistance from UNAOC, YSF, or any YSF grantees or UN body. Young Peacebuilders also confirmed that none of the Local Evaluators had a significant relationship or history with any of the YSF grantees.

Young Peacebuilders went to significant lengths to build the evaluation and writing capacity of Local Evaluators through conference calls, video training, a 34-page YSF Evaluation Step by Step Manual, a Report Writing Guidelines and Tips document, and coaching from Dr. McGill, the Evaluation Coordinator, and multiple editors.

The Local Evaluator in Pakistan had already been working as a Program Director for Young Peacebuilders. Evaluators in Cameroon, Nigeria, and Uganda had applied to serve as Data Analyst with Young Peacebuilders and appeared to have the skills and experience fitting to serve as Local Evaluators in their respective countries. The position was advertised widely on [YoungPeacebuilders.com](http://YoungPeacebuilders.com), via YP's social media sites, and other development job posting sites. Biographies of Local Evaluators and other key persons contributing to this evaluation are included in the Appendix.

**Summary of safety and ethical behavior protocol.** Evaluation participants signed informed consent forms, or responded to an emailed consent request, confirming their acceptance of having interviews or FGDs recorded and using any relevant information they provided in publications. Participants could note if they wanted their identity concealed or revealed. The Evaluation Coordinator, Local Evaluators and any others who assisted in data collection signed the Young Peacebuilders Code of Conduct and Behavior Protocol, which includes a commitment to the principle of "Do No Harm." Young Peacebuilders' consent form and behavior protocol are located in the Appendix.

**Summary of Limitations.** Financial limitations limited the amount of data that could be collected on the number of projects that could be visited directly. Local Evaluators were recruited in four countries to lower costs, allow for visiting more projects, and ultimately collect significantly more primary and secondary data.

A relatively short timeline left little time to recruit and prepare Local Evaluators, create methodologies and tools and gather local costs for implementing 10 different methodologies in eight countries, prepare interviews and Focus Group Discussions (FGDs), collect survey responses, collect additional evidence of project impact, edit drafts, and complete the evaluation.

Local Evaluators did increase the quantity and types of data collected and their local language abilities were invaluable. However, their somewhat limited evaluation and technical writing experience limited their depth of analysis and clear reporting. Thus, significant additional analysis and editing support was provided to strengthen their work. The Local Evaluator initially recruited in Cameroon was involved in an accident, hospitalized, and unable to continue. A new independent Local Evaluator was urgently recruited and delivered on a short timeline amidst escalating violence in Cameroon.

Contextual challenges also limited the quantity and quality of data collected. For example, violent conflict in Cameroon escalated as the evaluation was being conducted. This placed challenges on data collection, particularly in conflict-affected regions. This state of insecurity also appeared to make some potential evaluation participants unsure of the authenticity and good will of the Local Evaluators, particularly as data was being collected nearly two years after the project had ended. Limited and unstable internet connections also challenged data collection and collaborative report writing with a dispersed team.

Cultural realities also appeared to present limitations. For example, with the two projects in the State of Palestine, YaLa and PCCDS, the notion of *tatbia* or *normalization* likely impeded the sharing of contact information of project participants.

*Generally, the term refers to the act of having normal professional, economic, social and or cultural relations between Arabs and Israelis. In Arab society, normalizing*

*is used to signify “dealing with Israelis” and carries a negative connotation; it implies behaving and acting as though the occupation of Arab lands is normal or acceptable. For Israelis, normalization often has a positive meaning...* (Rauch, 2011, p. 4)

Sometimes Palestinians supporting peacebuilding efforts with Israelis do not want to be identified publicly for fear they may be accused of “‘normalizing with the Zionist enemy’ when they participate in people-to-people programs with Israeli Jews” (Rauch, 2011, p. 1).

Grantees often proved extremely difficult and sometimes impossible to contact, particularly due to the compressed timeline with data gathering occurring during what is traditionally a holiday period. Some were inaccessible due to their vacations. Others were very slow to provide supporting data. Some would not grant Young Peacebuilders access to beneficiary contact information and offered limited assistance in helping reach beneficiaries for interviews, focus groups, or surveys (e.g. YaLa and PCCDS, which may have been due to the cultural realities referred to above). Though these factors did limit data collection, Young Peacebuilders, nevertheless, persevered and collected a rich and diverse data set across the 10 projects evaluated.

Several projects implemented radio broadcasts but did not estimate the number of people reached by the broadcasts. More accurate assessments of media reach were outside the scope of this evaluation.

Additional limitations are included in each case study.

## Quantity of Data Collected

The tables below give a summary of the quantity, gender, and age of evaluation participants, and the type of data collected related to each of the 10 YSF-funded projects. These tables include the 10 YSF Grantees who completed the Survey of YSF Key Stakeholders. They do not, however, include the five YSF staff who completed this survey nor do they include the 40-minute to 2-hour interviews conducted with four of these YSF staff. Several interviews were conducted with the current YSF Project Manager. Interviews and survey responses from YSF staff were honest, open, and very insightful.

More detailed discussions of the quantity and quality of data collected to evaluate each project is included in the case study for each project. The two tables below, separated by evaluation year, provide helpful summaries.

**TABLE: 2016 Evaluation Participants by Type, Project, Gender, and Evaluation Method Used**

	Youth		Other Stakeholders		total	total	ALL TOTAL
	M	F	M	F	M	F	M&F
<b>Nigeria: Initiative for Youth Empowerment (LIFE)</b>							
FGD Participants	10	7	0	0	10	7	17
Interviews	6	4	0	1	6	5	11
Surveys	0	0	0	1	0	1	1
<b>LIFE Totals</b>	<b>16</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>16</b>	<b>13</b>	<b>29</b>
<b>Cameroon: Action Foundation Common Initiative Group (AFCIG)</b>							
FGD Participants	11	7	0	0	11	7	18
Interviews	4	2	1	0	5	2	7
Surveys	2	0	0	0	2	0	2
<b>AFCIG Totals</b>	<b>17</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>18</b>	<b>9</b>	<b>27</b>
<b>Cameroon: Approches Locales pour le Developpement Durable (ALDED)</b>							
FGD Participants	0	0	0	0	0	0	0
Interviews	0	0	5	0	5	0	5
Surveys	0	0	1	0	1	0	1
<b>ALDED Totals</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>Palestinian Center for Communication and Development Strategies (PCCDS)</b>							
Interviews	1	0	0	0	1	0	1
Surveys	0	0	0	0	0	0	0
<b>PCCDS Totals</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>YaLa Palestine</b>							
Interviews	1	1	1	0	2	1	3
Surveys	2	2	0	0	2	2	4
<b>YaLa Totals</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>7</b>
<b>2016 TOTALS</b>	<b>37</b>	<b>23</b>	<b>8</b>	<b>2</b>	<b>45</b>	<b>25</b>	<b>70</b>

TABLE: 2017 Evaluation Participants by Type, Project, Gender, and Evaluation Method Used

	Youth		Other Stakeholders		total	total	ALL TOTAL
	M	F	M	F	M	F	M&F
<b>Uganda: Integrated Community Development Initiative (ICODI)</b>							
FGD Participants	14	10	0	1	14	11	25
Interviews	1	0	2	1	3	1	4
Surveys	9	8	1		10	8	18
<b>ICODI Totals</b>	<b>24</b>	<b>18</b>	<b>3</b>	<b>2</b>	<b>27</b>	<b>20</b>	<b>47</b>
<b>South Sudan: Forum for Community Change and Development (FOFCOD)</b>							
Interviews	3	6	0	1	3	7	10
Surveys	0	0	1	0	1	0	1
<b>FOFCOD Totals</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>11</b>
<b>Morocco: Chantiers Sociaux Marocains (CSM)</b>							
Interviews	0	1	0	0	0	1	1
Surveys	2	1	1	0	3	1	4
<b>CMS Totals</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>5</b>
<b>India, Bhutan, &amp; Nepal: SRADHA</b>							
Interviews	3	1	0	0	3	1	4
Surveys	10	19	0	0	10	19	29
<b>SRADHA Totals</b>	<b>13</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>20</b>	<b>33</b>
<b>Pakistan: Aware Girls</b>							
FGD Participants	8	10	0	0	8	10	18
Interviews	5	3	0	0	5	3	8
Surveys	0	2	0	0	0	2	2
<b>Aware Girls Totals</b>	<b>13</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>15</b>	<b>28</b>
<b>2017 TOTALS</b>	<b>55</b>	<b>61</b>	<b>5</b>	<b>3</b>	<b>60</b>	<b>64</b>	<b>124</b>



## FINDINGS

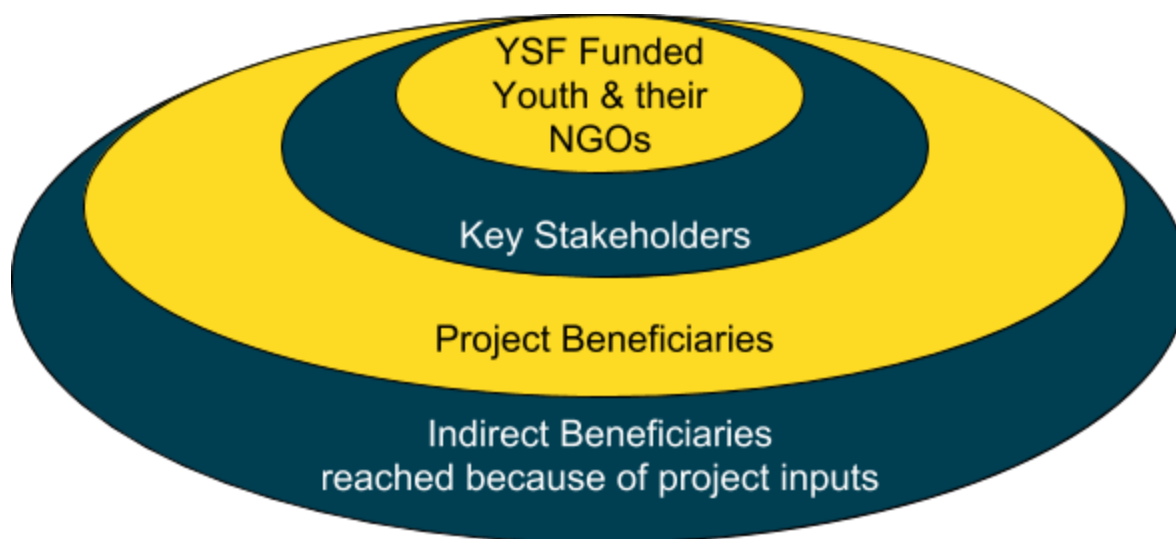
The findings section first gives a description of Young Peacebuilders' engagement depth scoring system, followed by a very brief summary of findings from each of the case studies. Findings then focus on assessment of the YSF program, followed by unique or thematic findings from case studies. The section concludes with overarching findings.

Findings are not divided into a separate section for strengths and another for weaknesses as often strengths and weakness dynamically interact within a single finding. For example, YSF staff turnover provided both benefits and challenges. Thus, where applicable, a finding's strengths and weakness are discussed together.

The following figure shows the different spheres of impact considered in this evaluation.



**FIGURE: Spheres of Project Impact**



## Engagement Depth, Score, and Cost per Engagement

There was a diverse array of activities both within and between each of the 10 YSF-funded projects evaluated. Many of these activities attempted to record the number of people engaged in or reached by the activity. Projects then attempted to give an overall estimation of the number of people engaged. YSF's 2016 and 2017 Application Guidelines did highlight a value of both "*Impact and Multiplier Effect*" and requested that the "*Multiplier effect is outlined and target audiences are clearly identified – priority is given to projects that reach out to youth that would not otherwise have a chance to participate.*" However, the fact that planning and reporting templates requested the number of people reached but did not quantify the depth of people reached may have been perceived by some as an emphasis on reach more than depth.

It seems important to seriously consider the number of people reached, the number of different types of engagements with people, even if they are the same people, and also the depth with which people were reached. Toward this end the author developed a Qualitative Depth of Engagement Scale allowing a numeric value to be given to an activity based on the activity's length and/or quality.

The scale helps analysis move beyond cost per person reached, which can sometimes result in bias towards means that reach large numbers of people for a relatively low cost, such as social or mass media-related engagements, even if the depth of engagement is quite limited. With each engagement given a weighted value, deeper engagements weighted more heavily, and the ability to count distinct engagements with the same person, one can better assess the cost per engagement. This scale, illustrated in the figure below, was used to weight the activities of each project. It is clearly a rudimentary tool and it does not fully prevent mass media campaigns from appearing as the best value for one's investment when this may not necessarily be the case. It is nevertheless helpful, and arguably more accurate, to consider a cost per engagement as opposed to considering only a cost per person reached.

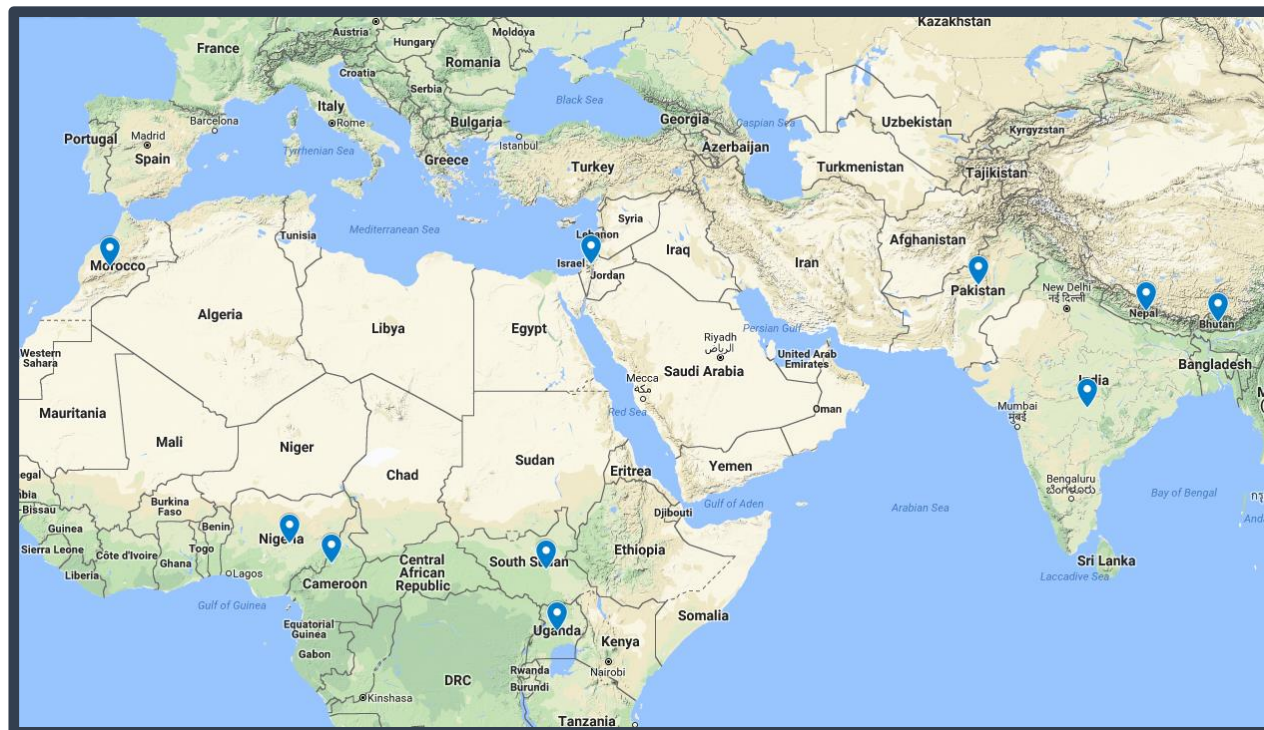
Using this engagement scale allows a single person to be counted more than once. If the same person was involved in three activities with respective engagement scores of 1, 5, and 3, then this one person would have received a total of nine engagements. This is important to understand when considering a project's engagement totals and costs per engagements in the tables throughout this evaluation.

**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement



## MAP: Areas YSF 2016 and 2017 Grantees Implemented Projects



## Summary of 2016 YSF-Funded Project Case Study Findings

**TABLE: 2016 Evaluation Participants Total Reach, Engagement Score, and Cost Per Engagement**

	People Reached	Engagement Score	YSF Grant Received	Actual Cost of Project	Cost Per Engagement
<b>Nigeria: Initiative for Youth Empowerment (LIFE)</b>	36,691	74,069	\$25,000	\$25,000	\$0.34
<b>Cameroon: Action Foundation Common Initiative Group (AFCIG)</b>	37,199	73,336	\$19,934	\$19,959	\$0.27
<b>Cameroon: Approches Locales pour le Developpement Durable (ALDED)</b>	35,696	106,226	\$24,976	\$26,040	\$0.25
<b>Palestinian Center for Communication &amp; Development Strategies (PCCDS)</b>	7,324	14,821	\$23,705	\$25,560	\$1.72
<b>YaLa Palestine</b>	400,300	401,108	\$24,885	\$24,887	\$0.06
<b>2016 TOTALS</b>	<b>517,210</b>	<b>669,560</b>	<b>\$118,500</b>	<b>\$121,446</b>	<b>\$0.18</b>

**TABLE: 2016 Nigeria Project Summary: Initiative for Youth Empowerment (LIFE) - “Intercultural Learning for Peace (IC4P) Nigeria Project”**

<i>People Reached</i>	<i>Engagement Score</i>	<i>YSF Grant Received</i>	<i>Actual Budget</i>	<i>Cost Per Engagement</i>
15,088	56,564	\$25,000	\$25,000	\$0.44

<b>Key People, Role, Age</b>
<ul style="list-style-type: none"> <li>Abiodun Rufus Unegbu Owu, Project Manager and Executive Director, 33 years old</li> <li>James Unegbu, Program Officer, 30 years old</li> </ul>

<b>Organization</b>	<b>YSF Project Summary</b>	<b>YSF Project Impact Summary</b>
LIFE has worked since 2012 to empower young people with life skills, information, and capacity building to promote their self-actualization. The organization’s key areas of work are human rights, leadership, peacebuilding, and intercultural learning.	The project aimed to strengthen the capacity of 60 youth representatives to increase intercultural learning among internally displaced persons and community residents in 6 Local Government Areas (LGAs) in Lagos State, Nigeria, and increase awareness of cultural learning for peaceful coexistence among 30,000 community members in these states.	Ninety-four percent of participants mentioned that LIFE’s IC4P program had increased their knowledge of intercultural learning and how to work to reduce violence and promote peacebuilding through dialogue and engagement in their community (LIFE 2016 IC4P Survey). Nearly all project participants (98.9%) interviewed stated that the program had improved their knowledge and awareness of intercultural learning and peaceful coexistence (LIFE 2016 IC4P Survey). The project trained 62 youth from 24 different faith-based organizations as Intercultural Peace Ambassadors known as Youth Ambassadors (YAs). The YAs also led awareness-raising sessions to sensitize 6,000 community members over a period of 4 months. During the workshop they acquired skills relating to tolerance, negotiation, and effective communication. Community dialogue sessions led by the YAs increased awareness of mutual understanding and tolerance among community members from six LCDAs. Trained YAs led a total of 120 awareness-raising sessions reaching 18,185 young people from faith-based organizations. Of the total 18,185 direct beneficiaries sensitized, LIFE staff and volunteers monitored 18 sessions reaching 3,833 young people.

**TABLE: 2016 Cameroon Project Summary: Action Foundation Common Initiative Group (AFCIG) - “One Cameroon”**

<b>People Reached</b>	<b>Engagement Score</b>	<b>YSF Grant Received</b>	<b>Actual Budget</b>	<b>Cost Per Engagement</b>
60,199	79,336	\$19,934	\$19,959	\$0.25

<b>Key People, Role, Age</b>
<ul style="list-style-type: none"> <li>• Wise Nzikie Ngasa, Project Manager and Director, 31 years old</li> <li>• Gerald Samba Tamfu, Project Manager, 29 years old</li> </ul>

<b>Organization</b>	<b>YSF Project Summary</b>	<b>YSF Project Impact Summary</b>
AFCIG enables youth to attain independence through self-help, good health, and entrepreneurship, in a culture of excellence, gender sensitivity, leadership, and innovation. Its key areas of work are conducting research; developing and implementing programs and projects promoting youth development; and advocating for the creation of an enabling environment in which youth can develop. Their projects focus on human and electoral rights, culture, peacebuilding, access to health and HIV/AIDS prevention, education, and entrepreneurship.	The project promoted tolerance, respect and acceptance of different religions, cultures, and languages by Cameroonian youth. It encouraged youth to reject secessionist tendencies, leverage the advantages of different cultures and religions, and promote peace and unity between Muslims, Christians, and Traditionalists in a context of increasing Islamophobia. AFCIG trained 60 Peer Educators (PEs) from the cities of Bamenda, Yaoundé, Douala, Buea, Limbe, and Dschang, and developed their capacity to promote their country's diversity. The training included components on conducting social media campaigns. AFCIG's One Cameroon campaign promoted peace and religious and cultural tolerance through outdoor sensitization events (disseminating awareness-raising materials in markets, churches, mosques, and other public places), as well as through social and traditional media. A song, three radio debates, and eight episodes of a radio drama were broadcast on local radio. A music video was created with a local artist and published on AFCIG's Facebook page, received over 40,000 clicks and currently has 17,000 views. PEs participated actively in the campaign by conducting outreach and by broadcasting social media messages using the #OneCameroon hashtag.	AFCIG's One Cameroon campaign directly impacted an estimated 500 people (400 youth and 100 nonyouth) and indirectly impacted 400,000. AFCIG reported that 90% of youths who attended the training sessions agreed that they had gained knowledge on how to recognize and respect each others' religion. For 80% of the participants, this project provided their first opportunity to study the teachings of a religion different from theirs. AFCIG formed partnerships between nonprofit and student organizations to help diverse communities collaborate on a single platform for peace and tolerance. Bike riders, students, Muslims, Christians, Francophones, and Anglophones, as well as persons living with disabilities, all joined the campaign. AFCIG produced communication materials adapted to these persons' needs. For AFCIG, the fact that these different groups worked together and adopted new methods for conducting dialogue was a success of the project. Participants were inspired to take action beyond organized activities, including starting a university club encouraging intercultural activities, and creating materials in Braille and sign language to be inclusive of persons living with disabilities.

**TABLE: 2016 Cameroon Project Summary: *Approches Locales pour le Developpement Durable (ALDED)* - “Consolidation of Interreligious Understanding and Tolerance in Cameroon”**

<i>People Reached</i>	<i>Engagement Score</i>	<i>YSF Grant Received</i>	<i>Actual Budget</i>	<i>Cost Per Engagement</i>
35,696	106,226	\$24,976	\$26,040	\$0.25

#### Key People, Role, Age

- François Amougou, Project Manager and General Coordinator, 38 years old

Organization	YSF Project Summary	YSF Project Impact Summary
ALDED is a national NGO, founded in 2008, which aims to contribute to improving the living conditions of disadvantaged and marginalized populations through the valorization of local initiatives for sustainable development. It focuses on three main aspects including support for socioeconomic integration of young people of all categories; independent monitoring of public policies at local level; and promoting and protecting human rights and fighting against corruption.	The “Consolidation of interreligious understanding and tolerance in Cameroon” project sought to empower 90 young Cameroonians from three regions of Cameroon in interreligious and cultural tolerance and understanding. Through six main activities, this project aimed to train 90 Youth Peace Ambassadors who could in turn sensitize others.	The project empowered an estimated 72 young people on interreligious understanding and tolerance from three regions of Cameroon. Approximately 23,000 people listened to the radio round table debate which was organized over the course of the project in the three targeted regions.

**TABLE: 2016 State of Palestine Project Summary: Palestinian Center for Communication and Development Strategies (PCCDS) - “Friendship House, Promoting Intellectual and Cultural Dialogue among Islamist, Secular and Liberal Young People in Palestine”**

<b>People Reached</b>	<b>Engagement Score</b>	<b>YSF Grant Received</b>	<b>Actual Budget</b>	<b>Cost Per Engagement</b>
5,046	11,143	\$23,705	\$25,560	\$2.29

<b>Key People, Role, Age</b>
<ul style="list-style-type: none"> <li>• Fida Abu Turkey, Project Manager, 35 years old</li> <li>• Jamil Derbashi, Director</li> </ul>

<b>Organization</b>	<b>YSF Project Summary</b>	<b>YSF Project Impact Summary</b>
PCCDS is an NGO established by young activists in 2009 which focuses on development, democracy, and human rights. It empowers disadvantaged families socially, politically, and economically.	The project was intended to open doors for intellectual, cultural, and social dialogue among Palestinian Islamist and secular young people. The aim was to empower these groups to open an effective dialogue, to help end the Palestinian divide and give them the opportunity to participate in the conflict's resolution.	The project reached an estimated 3,624 people (3,391 youth up to 35 years old and 233 nonyouth). Fifty percent of student leaders increased their ability to engage in dialogue and 70% of student leaders increased their participation in intellectual and cultural dialogue. Violence in the targeted universities decreased by 21% compared to previous years, and students' ability to resolve disputes also increased by 11%. According to radio polls and monitoring activities by PCCDS, 20% of the community and 50% of the student leaders increased their motivation to manage intellectual and cultural dialogues. The targeted universities also approved the addition of an intellectual and cultural dialogue course to the curriculum.

**TABLE: 2016 State of Palestine Project Summary: YaLa Palestine - “Citizen Journalism for Coexistence”**

<i>People Reached</i>	<i>Engagement Score</i>	<i>YSF Grant Received</i>	<i>Actual Budget</i>	<i>Cost Per Engagement</i>
400,156	401,108	\$24,885	\$24,887	\$0.06

#### **Key People, Role, Age**

- Hamze Awawde, Project Manager, 28 years old
- Salah Elayan, Director and Deputy Secretary General of the Palestinian Cabinet

<b>Organization</b>	<b>YSF Project Summary</b>	<b>YSF Project Impact Summary</b>
YaLa is a non-profit association dedicated to youth empowerment and dialogue. It was cofounded by the YaLa Young Leaders movement (Facebook.com/YaLaYL) at Peres Center for Peace. It is currently working to develop new educational projects in the areas of citizen journalism, community organization, youth empowerment, and peacebuilding.	The project aimed to develop the capacity of 55 Palestinian, Israeli, and MENA youth to practice online citizen journalism and engage with new media more efficiently, through promoting positive messages concerning understanding, coexistence, and peace in the region. The project also aimed to develop mutual acquaintances and trust through face-to-face workshops, which 40 of the total 55 participants attended. The workshops intended to provide a more in-depth learning opportunity to complement their online learning experience.	The online training advanced the 55 participants’ skills to publish blogs, photo essays, and videos, which are estimated to have reached 400,000 people through YaLa’s press and social media. Participants were also able to build friendships, networks, and collaborations. The YaLa evaluation report stated that 5.8 out of 7 people had developed mutual acquaintances and trust with members of the “other side,” were open to hearing each others’ perspectives, and were able to engage in respectful dialogues. The YP and YaLa evaluations noted better understanding and respect for the values of people from different countries and especially the “other side.” There had also been continued relationships between people from different countries: the YP evaluation found that more than 50% of respondents had made 1-2 friends.

## Summary of 2017 YSF-Funded Project Case Study Findings

**TABLE: 2017 Evaluation Participants Total Reach, Engagement Score, and Cost Per Engagement**

	People Reached	Engagement Score	YSF Grant Received	Actual Cost of Project	Cost Per Engagement
Uganda: Integrated Community Development Initiative (ICODI)	21,066	65,770	\$24,923	\$28,673	\$0.44
South Sudan: Forum for Community Change & Development (FOFCOD)	1,785	2,520	\$25,000	\$28,444	\$11.29
Morocco: Chantiers Sociaux Marocains (CSM)	480	1,920	\$24,253	\$25,684	\$13.38
India, Bhutan, & Nepal: SRADHA	5,568	18,272	\$25,000	\$25,000	\$1.37
Pakistan: Aware Girls	1,404	4,860	\$23,000	\$22,999	\$4.73
<b>2017 TOTALS</b>	<b>30,303</b>	<b>93,342</b>	<b>\$122,176</b>	<b>\$130,800</b>	<b>\$1.40</b>



**TABLE: 2017 Uganda Project Summary: Integrated Community Development Initiative (ICODI)" - "Youth Centered Approach to Build Mutual Respect among Peoples of Different Cultural and Religious Identities"**

<i>People Reached</i>	<i>Engagement Score</i>	<i>YSF Grant Received</i>	<i>Actual Budget</i>	<i>Cost Per Engagement</i>
21,066	65,770	\$24,923	\$28,673	\$0.44

#### Key People, Role, Age

- Kato Ssekah Abdu, Programme Director, 33 years old

Organization	YSF Project Summary	YSF Project Impact Summary
ICODI is an NGO operating in the South Western region of Uganda which focuses on developing the economic, health, and social wellbeing of rural and poor urban communities without any form of discrimination. It also works with communities to create peace and harmony among populations.	The project aimed to increase youth peacebuilding capacity in Nakivale refugee settlement and the surrounding communities to encourage a rejection of extremism and embracing of diversity. The aim was that the young people reached would then reduce instances of violence and the spread of hate, discrimination, and hostility, thus increasing economic and social development. This would be achieved by equipping youth with peacebuilding knowledge and skills, conducting dialogues with refugee camps and host communities, creating youth peacebuilding clubs, and carrying out peace and reconciliation campaigns. The project target was to reach 8,600 youth directly and 80,000 indirectly.	The project directly reached 518 women, 562 men, and 80 nonyouth (over 35 years of age). Over 8,000 youth and 2,000 nonyouth were indirectly reached through community-based campaigns. Ninety-nine percent of these youth accepted stopping extremism and building peace wherever they were. Some youth also started income generating activities to promote and improve their economic and social standards and were growing vegetables, making soap and candles, and operating beauty salons. A third of key informants in YP's face-to-face interviews reported reduced strikes and fights in schools and communities. Peaceful coexistence also contributed to the reduction of intertribal conflicts, as the majority of young people had better understanding and engagement with youth from different cultures, religions, and countries as a result of the project. According to ICODI's monitoring survey, approximately 70% of youth had increased their peacebuilding skills and knowledge.



**TABLE: 2017 "South Sudan Project Summary: Forum for Community Change and Development (FOFCOD) - "Culture of Dialogue Versus The Language Of Hatred"**

<i>People Reached</i>	<i>Engagement Score</i>	<i>YSF Grant Received</i>	<i>Actual Budget</i>	<i>Cost Per Engagement</i>
1,785	2,520	\$25,000	\$25,000	\$9.92

#### **Key People, Role, Age**

- Anne Kyomugisha, Project Manager and Executive Director, 31 years old
- Willie Broad, Programs Manager, 32 years old

<b>Organization</b>	<b>YSF Project Summary</b>	<b>YSF Project Impact Summary</b>
FOFCOD is a youth and women's movement which commits to national development through a focus on human rights, democracy, conflict resolution, health, education, livelihoods and food security, entrepreneurship, peace, and justice. The organization was founded in 2009 by a group of young people and innovative women.	The goal of this project was to strengthen South Sudan's fragile context by shifting attitudes and behaviors of populations away from intolerance to greater tolerance, inclusiveness, and understanding. This involved strengthening the capacity of media to play an active role in the creation of peace; enhancing the capacity of women and young leaders to explore issues affecting them; and establishing a better platform to foster collaboration between young women, civil society, and local government officials.	The project increased the capacity of 300 youth leaders to resolve conflicts and change behaviors, as well as exposing them to different cultures and empowering them to solve local issues. Indirectly, the project also reached 1,000 further South Sudanese. The youth stressed their realization of the importance of the positions they held when resolving conflicts and that it was important to stay neutral when resolving conflicts. During the YP evaluation, more than 50% of participants reported using peaceful ways to resolve conflicts. The project also enabled beneficiaries to make new friends, with some continuing these friendships even after the training, despite their different cultural backgrounds. Over 50% of respondents to the YP evaluation survey were committed to continuing spreading peace to friends and in radio discussions. The FOFCOD impact evaluation also noted that some of the young beneficiaries had improved their media programs by airing messages of peace through their stations, allowing listeners to be reached by messages of peace.

**TABLE: 2017 Morocco Project Summary: Chantiers Sociaux Marocains (CSM) - "A Bridge to Coexistence"**

<i>People Reached</i>	<i>Engagement Score</i>	<i>YSF Grant Received</i>	<i>Actual Budget</i>	<i>Cost Per Engagement</i>
480	1,920	\$24,253	\$25,684	\$13.38

#### **Key People, Role, Age**

- Youness Ben-Abbou, Project Coordinator, 28 years old

<b>Organization</b>	<b>YSF Project Summary</b>	<b>YSF Project Impact Summary</b>
Chantiers Sociaux Marocains (CSM) was established in 2014. The organization seeks to raise awareness of the importance of volunteering and the need to recognize and reinforce the values of citizenship. It also aims to strengthen the capacity of the population to contribute to sustainable development.	"A Bridge to Coexistence" aimed to promote the social inclusion of migrants by using the arts as a vehicle to encourage intercultural understanding and collaboration. The project was implemented using a traveling caravan which created a space for artistic expression and dialogue between Moroccans and migrant communities in five small cities of Morocco, with the intention of breaking stereotypes and reducing xenophobic incidents. CSM introduced 180 young Moroccans and migrants to values of coexistence through workshops, aiming to reduce prejudice relating to differences between migrant and Moroccan cultures among an estimated target of 400 people. This involved art exhibitions, music concerts, film projections, discussions, and a video production documenting the caravan. It established a common ground of actions promoting cultural coexistence with more than six local NGOs, involving capacity building and planning with these NGOs on how to continue implementing intercultural activities in their communities.	All participants surveyed stated that the project had increased their capacity, commitment, and actions in bringing peace to their communities, and that youth participation had increased the project's peacebuilding impact. A total of 180 young Moroccans and migrants were introduced to values of coexistence, and were inspired to organize an event in Beni Mellal after the caravan had visited titled "Theatre of Coexistence." This event involved theatre workshops and a play promoting values of coexistence in the city. Pre and posttest results from the workshop also show that 93.5% of the participants developed a positive perception towards migrants' and Moroccan cultures as a result of the project.

***"prioritize opportunities for young refugees and migrants, to share their peace and security challenges through intergenerational dialogue and consultative forums, and take part in decision-making processes"***

Simpson, *The Missing Peace: Independent Progress Study on Youth, Peace and Security* p.115

**TABLE: 2017 India, Nepal, Bhutan Project Summary: SRADHA - "Together for Peace – through filming their stories"**

<b>People Reached</b>	<b>Engagement Score</b>	<b>YSF Grant Received</b>	<b>Actual Budget</b>	<b>Cost Per Engagement</b>
5,568	18,272	\$25,000	\$25,000	\$1.37

<b>Key People, Role, Age</b>
<ul style="list-style-type: none"> <li>Saurav Dash, Project Coordinator, 25 years old</li> </ul>

<b>Organization</b>	<b>YSF Project Summary</b>	<b>YSF Project Impact Summary</b>
SRADHA is a nonprofit youth organization. It encourages youth to promote diversity, pluralism, and peace, and empowers them to build peace through dialogue, community engagement, and creative pursuits. SRADHA empowers youth by developing essential life skills such as effective communication, intercultural understanding, critical thinking, confidence, and nonviolent conflict resolution.	The common border between India, Bhutan, and Nepal has faced incidents of violence, insurgent activities, and extremism. "Together for Peace – through filming their stories" aimed to engage youth from this area in learning creative skills such as filmmaking and storytelling in order to express and communicate their ideas to the wider society. The project engaged youth in peacebuilding and built their capacity as change agents and ambassadors of peace using nonstereotypical approaches. This was intended to develop young people's knowledge and attitudes, as well as the functioning of community youth groups.	The target groups gained a clear understanding of how to analyze and mitigate violence creatively through storytelling and filmmaking. Findings from the survey show that all participants reported that youth participation had increased the project's impact. Nearly all participants (89.3%) stated that the project had increased their capacity, commitment, and actions to bring peace to their community, as well as their understanding of how to engage young people and community members to promote peace.

**TABLE: 2017 Pakistan Project Summary: Aware Girls - “Promoting Youth Peace Leadership for UNSC Resolution 2250”**

<i>People Reached</i>	<i>Engagement Score</i>	<i>YSF Grant Received</i>	<i>Actual Budget</i>	<i>Cost Per Engagement</i>
1,404	4,860	\$23,000	\$22,999	\$4.73

#### Key People, Role, Age

- Saba Ismail, Codirector, 30 years old
- Gulalai Ismail, Codirector and Project Coordinator, 32 years old
- Salma Khattak, Project Coordinator, 30 years old

<b>Organization</b>	<b>YSF Project Summary</b>	<b>YSF Project Impact Summary</b>
Aware Girls is a young women-led organisation working towards building peace and gender equality in the North West of Pakistan and Afghanistan. The organization’s mission is to strengthen young women’s leadership skills, enabling them to act as agents of change, peace, and equality in their communities. The organization aims to create a conducive environment for peace and equality by advocating for social, economic, legal, and policy transformations.	The project trained potential Youth Peace Activists (YPAs), with the goal of enabling them to engage at grassroots level with young people who are vulnerable to the narrative, ideology, and recruitment of militant organizations. The project engaged them in peer-to-peer education activities, social media campaigns, study circles, and interfaith harmony activities to prevent youth recruitment into militant organizations and to promote a culture of tolerance, nonviolence, pluralism, and interfaith harmony for greater social cohesion and peacebuilding. This grassroots work was supplemented with advocacy at national and policy level for the implementation of UNSCR 2250 (2015) on Youth, Peace, and Security (YPS) to ensure that policy measures are taken which recognize the potential of young people as peace activists, that young people participate in all levels of peacebuilding and conflict resolution, that their needs and rights are protected during conflicts, and that partnerships are developed with young people to support their peacebuilding initiatives. With the implementation of UNSCR 2250, peacebuilding would become youth inclusive, gender-mainstreamed, and thus more sustainable.	The project promoted a culture of interfaith harmony, tolerance, and nonviolence among 30 YPAs in Khyber Pakhtunkhwa province through a 3-day training course. These YPAs helped prevent the recruitment of vulnerable young people into militant organizations. They did so through study circles, peer-to-peer peace education sessions, and interfaith harmony dialogue. The YPAs also developed a Charter of Demand (CoD) in Khyber Pakhtunkhwa. They sensitized policy makers in the province on the importance of youth-inclusive peacebuilding processes and mobilized them to develop the first draft of the Provincial Youth Peace Policy, as per the CoD.

## Findings Related to YSF Objectives and Selection Criteria

### **Relevant Stakeholder Survey Questions Included**

***How successful was YSF's call for grant applications in reaching a wide and diverse range of qualified applicants?***

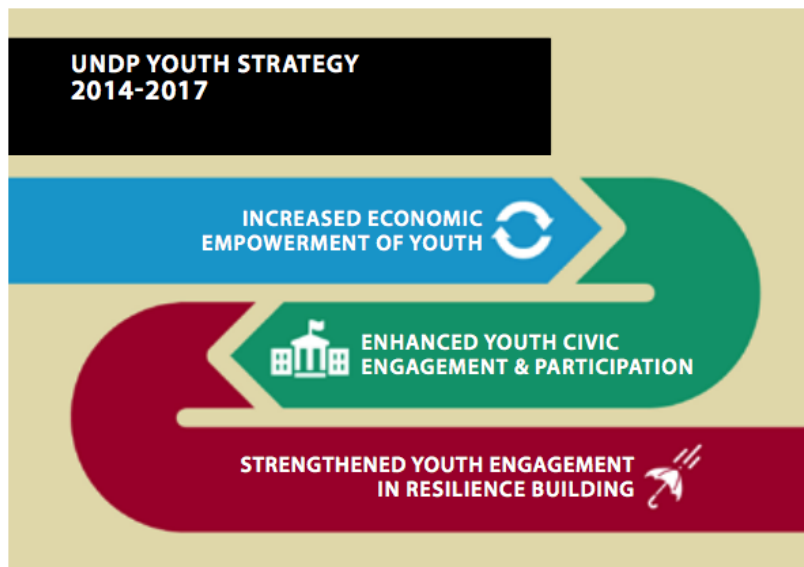
***What are your thoughts about the \$25,000 maximum size and single year duration of YSF's youth peacebuilding grants?***

**YSF provided a pioneering and strategic service that is increasingly seen as best practice in the fields of peacebuilding and international development.** Over a decade ago, YSF was inspired and guided by a 2006 report entitled, *Youth for Alliance of Civilizations: Promoting Dialogue, Building a Culture of Peace*. Fundación Cultura de Paz and UNOY collaborated to produce the report based on feedback from 475 youth organizations in 125 countries. The report highlighted youth peacebuilding organizations' need for funding but “also for services, recognition and publicity” (2016, p. 17).

In 2006 there was limited acknowledgement of and research supporting the idea that equipping young people as peacebuilders was a key strategy to effective peacebuilding and international development; particularly in the least developed contexts (McGill, 2012). Nevertheless, with the support of funding from the Government of Finland, UNAOC took the pioneering step of establishing the Youth Solidarity Fund. It has now completed 10 years of funding youth-led peacebuilding projects around the world.

In 2015 the UN Security Council unanimously confirmed its commitment to Resolution 2250, which not only highlighted the value of young peacebuilders, but also the need for Security Council member states to better support youth for the “*maintenance and promotion of peace and security*.” In 2016 UN Security Council Resolution 2282 reaffirmed “*the important role youth can play in the prevention and resolution of conflicts and as a key aspect of the sustainability, inclusiveness and success of peacekeeping and peacebuilding efforts*.” In 2018 the Security Council again reaffirmed its “*commitment to the full implementation of resolution 2250*” with the unanimous approval of Resolution 2419. Additionally, over the last five years in particular, there has been a rapidly growing body of research and evaluations related to child and youth peacebuilding.

There has also been increasing acknowledgement of the value of youth civic engagement, also known as youth peacebuilding, as a key strategy for sustainable development. This is exemplified in the UNDP Youth Strategy shown below.



UNDP Strategy 2014-2017

Furthermore, recently the UN Secretary-General's 2017-2018 Annual report stated:

*The recently finalized United Nations strategy on youth prioritizes supporting young people as catalysts for peace and security, sustainable development, human rights and humanitarian action. This includes the promotion of an enabling environment that promotes intercultural and interreligious dialogue, is conducive to young people's actions, and recognizes their important contributions in informal and formal processes, including in mediation, conflict resolution and peace processes. (UN, 2018)*

YSF has been at the forefront of the youth peacebuilding curve and is well positioned to provide helpful guidance to others (e.g. UN agencies, donors, Member States, NGOs) seeking to resource youth-led peacebuilding organizations. The progress study mandated by UNSCR 2250 (2015) was released in July 2018 titled, *The Missing Peace: Independent Progress Study on Youth, Peace and Security*. The study found that, second only to "Constraints on their ability to operate freely," youth highlighted "Limited funding" as a primary hindrance to their peacebuilding efforts (Simpson, 2018, p. 47). The progress study highlighted a survey of 399 youth-led peacebuilding organizations, half of which, operated "...on less than US\$5,000 per year, and only 11 per cent have annual budgets that exceed US\$100,000. ... International non-governmental organizations (NGOs) are the third main source of funding, followed by national civil society organizations" (UNOY and SfCG mapping, 2017, p. 22; Simpson, 2018, p. 47). YSF helps strategically address this funding constraint through its focus on giving small grants to youth-led organizations in conflict-affected contexts. This well leverages limited resources to cultivate durable peace, which is a foundation for sustainable development (SDG 16, 2018).

Focused on YSF's 2016 and 2017 funding cycles, this evaluation gleans some of the findings and recommendations that could assist others seeking to expand or improve their services in this critical and burgeoning youth peacebuilding sector. Evaluation findings and recommendations focus on relevance first for YSF, secondly for other public or private donors seeking to resource youth-led peacebuilding organizations, and thirdly, all others seeking to



support youth peacebuilding efforts, including the youth-peacebuilders themselves. In this way YSF's pioneering youth peacebuilding experience can be leveraged to provide guidance for a broad array of actors with a emphasis on donors supporting youth-led peacebuilding efforts.

**YSF had a clear mission to support effective youth-led peacebuilding efforts but could further refine its grantee selection criteria and the types and scope of capacity building services offered.** YSF provided much-needed grant and capacity building services consistently focused on youth-led peacebuilding efforts. YSF grantees were asked to develop theories of change and logistical frameworks before implementation. However, such documentation was not available for YSF as a program. Staff members expressed that the YSF strategy was deliberately expansive in order to reach as many youth-led organizations as possible given the wide-ranging work that these organizations undertake.

YSF's website<sup>1</sup> and 2017 Application Guidelines stated that YSF *"...supports youth-led organizations that foster peaceful and inclusive societies by providing direct funding to outstanding projects promoting intercultural and interfaith dialogue"* ("Youth Solidarity Fund," 2018). However, in both cases, this mission statement did not mention YSF's many other nonfinancial capacity building services. Nevertheless, these capacity building services were a key part of YSF's success and frequently mentioned elsewhere as part of its core mission.

YSF's 2016-2017 funding proposal did mention YSF's capacity building services. Therein, the YSF mission statement began similarly to the website and 2017 Application Guidelines but continued with, *"...and by offering technical support and capacity building in order to further support the development of youth-led organizations working to advance the mandate of UNAOC."* The proposal continued by clarifying that YSF's capacity building services,

*"...support also takes the shape of networking and access to government decision-makers, promotion of project results, participation in UNAOC annual forums, dissemination of lessons learned, opportunities to mentor and a continued partnership. This allows the Fund to link small scale and local work to larger movements for social and global change, for a broader and deeper impact."*

UNAOC's 2014 funding proposal to the Government of Finland for 2015 YSF funding stated the following:

*Through its youth-focused projects, the UNAOC aims to achieve 3 objectives; 1) Connect youth with other youth and decision-makers, locally, nationally, internationally; 2) Provide youth with the skills, knowledge and tools they need to be effective agents of positive social change; and 3) Offer opportunities to make a difference with regards to understanding and cooperative relations among nations and peoples across cultures and religions.*

This 2014 funding proposal stated the objectives of UNAOC's youth-focused projects and the possible objectives of the youth grantees, but there was no clear statement of YSF's objectives. The 2014 funding proposal mentioned in reference to YSF's 2008, 2010, and 2013 editions that, *"Central to the support offered by UNAOC to organizations receiving a grant under the YSF is the capacity-building element."* The two capacity building services listed were training workshops and *"on-line alumni network"* ([InterculturalLeaders.org](http://InterculturalLeaders.org)).

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<sup>1</sup> Accessed 12 July 2018 [unaoc.org/what-we-do/grants-and-competitions/youth-solidarity-fund](http://unaoc.org/what-we-do/grants-and-competitions/youth-solidarity-fund)

The absence of consistently written YSF objectives and the types and scope of capacity building services that are appropriate for YSF's strategies, also came through in the somewhat diverse perspectives offered by YSF staff about how to improve programs. This appeared to be a hindrance to the nevertheless effective YSF program and its forward momentum and expansion. It was an obstacle to greater unity in thought and action among YSF's very capable supporting staff. For example, YSF staff had varied opinions about how to further refine grantee selection criteria. Some of these opinions and options are presented in this Findings section and in the Recommendations section at the end of this evaluation.

Achieving greater clarity appeared to be hindered by a demanding culture of urgency within the institution which was reinforced by the short granting cycle. These issues, along with staff turnover and limited funding, presented roadblocks to taking time for a collaborative process of reflection and development of more refined and consistently written strategies and objectives. Doing so would help guide any potential adjustments to YSF's selection criteria and the types and scope of capacity building services offered. It would also allow YSF to create a more comprehensive monitoring and evaluation (M&E) plan for the YSF program and consider possibilities for helping align grantee M&E plans with YSF's M&E plan.

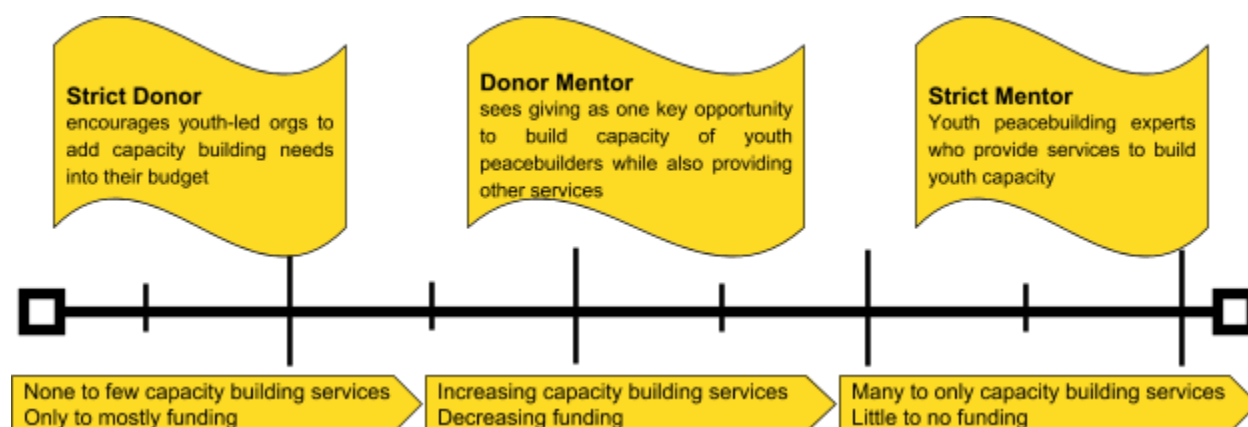
The lack of a more refined plan, including objectives and defined types and scope of capacity building appropriate for YSF's strategies, also prevented this evaluation from offering more focused assessment of YSF's alignment with set objectives and more focused recommendations on how to better achieve these objectives. In some ways, however, this allowed more freedom to offer a greater scope of findings and recommendations for YSF and other similar organizations. And, as noted above, YSF did maintain a consistent focus on supporting youth-led peacebuilding efforts that produced impressive peacebuilding impact.

**YSF is strategically positioned as both a donor and an implementer.** YSF is clearly a donor and at the same time a service provider. YSF services reveal its commitment to building the capacity of youth-led organizations and youth peacebuilders. YSF leverages each stage of the granting process as an opportunity for youth capacity building, from the application process, through implementation and reporting, and on to supporting YSF Alumni. Taking the time to provide such services appeared wise given the fact that YSF's target audience is less likely to have had the same experience as that of older implementers. Donors could outsource such capacity building services; however, YSF seemed to efficiently and naturally integrate capacity building into standard granting activities while also adding further helpful supports.

Deciding on where YSF wants to sit on the donor-implementer spectrum will enable YSF to make more clear programmatic decisions, expand, and thrive. This spectrum of possibility should be kept in mind as one considers the options presented in the findings and recommendations of this evaluation. The figure below presents a simple illustration of this broad spectrum of possibility.

YSF seems to fit more comfortably near the middle of this scale below. Nevertheless, clearly deciding and articulating the degree to which YSF wants to invest its resources in providing capacity building services, versus the degree to which YSF wants to invest granting services, would help guide YSF's strategic decisions around the quantity and types of services it offers. Deciding where a donor wants to position itself in this spectrum will help guide decisions around appropriate strategies and objectives.

**FIGURE: Donor Partnership Scale**



**YSF staff turnover provided both benefits and challenges.** Multiple people have overseen YSF and its various activities over its decade of operation. This has brought both new creative insights and additions to the program as well as challenges with continuity of implementation. The current YSF Project Manager commented that:

*“An issue that I faced was that it feels like people have been adding different dimensions to the project based on different realities that were happening. For example... greater emphasis on gender mainstreaming and the prevention of violent extremism.”* (Personal communication, August 19, 2018)

With the current structure of YSF, donor requirements, limited funding, and a YSF Project Manager only able to devote part of her UNAOC time to the project, there is a felt need to have a 6-month gap between current grantees ending and new grantees beginning to allow time for application, evaluation, and contracting processes (AYSVSg7F, Skype interview, July 19, 2018).

**The short 12-month funding cycle hindered impact and put significant stress on both YSF staff and grantees.** This was likely the most frequently raised theme in the overarching analysis of YSF’s granting program and was invariably spoken of in negative terms. In her concluding remarks one YSF staff member wrote, *“The challenge of UNAOC is its high dependency [sic] on donors’ resources and schedule of reporting. We need to negotiate more with them on making YSF cycles longer...”* (AYSAPg7F, Female, USA, YSF Survey, July 6, 2018). All YSF staff interviewed expressed similar sentiments.

In interviews and surveys, grantees expressed their concern over the short time they had to implement their projects. They noted they really only had approximately 6 months to implement between receiving funds and having to submit final reports. They emphasized that peacebuilding in conflict-affected contexts is a long-term commitment that typically requires significant, consistent action to produce lasting change. The following are insightful and moving appeals on this issue from two grantees.

### **SPOTLIGHT: Moving Appeals from Two Grantees to Lengthen Implementation Time**

*...the implementation period should be increased to one year because six months... [was] a little small. At times there are bureaucratic procedures before starting a project especially those that deal with refugees and also six months [is] quite small to provide very strong technical support supervision and follow up with the project beneficiaries in order to promote strong scalability and sustainability. This would highly improve on the quality and impact of YSF funded projects.*

Ssekah Abdu Kato, Project Coordinator of ICODI, Male, Uganda (YSF Survey, July 7, 2018)

*Youth has the capacity to implement the project of short term or long term effectively[. T]he only thing which i want to recommend is to increase the project duration because to [meet] the out come more effectively proper implementation period is very much important and in this project time is very short and the activities were too much to implement and to achieve the objective.*

Salma Bibi, Project Coordinator of Aware Girls, Female, Pakistan (YSF Survey, July 7, 2018)

**YSF's call for applications reached a fairly large and diverse audience despite some limitations.** YSF received 634 applications in 2016, a 9% increase from the prior call in 2013 (Final Report of the UNAOC YSF, 2017, p. 4), and 612 applications in 2017 from organizations in 77 countries (Interim Progress Report of the UNAOC YSF, 2017, p. 4). In 2016, 441 applications were from the MENA and Sub-Saharan Africa regions and “175 (18 from MENA, 157 from Sub-Saharan Africa) were eligible for screening” and 62 qualified as semi-finalists (Final Report of the UNAOC YSF, 2017, p. 4). In 2017, “294 applications satisfied all eligibility criteria,” 59 were shortlisted, and “33 applications were deemed eligible for a final evaluation” (Interim Progress Report of the UNAOC YSF, 2017, p. 4-5).

YSF advertised the calls through UNAOC's website, [Fundsforngos.org](https://fundsforngos.org), social media, and their wide networks of contacts who then rebroadcast the call through their own means. The Project Coordinator for LIFE, Abiodun Unegbu, wrote,

*...prior to our award of the YSF grant, three of the previous calls were sent to us through our networks here in Nigeria. And I also learned that this was the same in other countries. I must also commend the YSF for its innovative use of social media and online connections to publicize the YSF calls.* (YSF Survey, July 3, 2018)

The application, granting, and reporting process was required to be conducted in English. This was a significant limiting factor, particularly for small, youth-led organizations with limited funding and in countries where English is not an official or second language.

**Multi-year funding with clear guidelines may help further YSF's aims and project impact.** Two of the four YSF staff members interviewed were open to the idea of multi-year funding on a very limited basis, and likely not beyond the second year. Understandably, grantees appeared interested in multi-year YSF grants. A program support staff member from AFCIG in Cameroon wrote, “...having a program of this [relatively small] magnitude to be implemented over a period of one year, the impact could easily be eroded by another group of

persons who come up with [a] contrary messages” (G. Tamfu, YSF Survey, July 6, 2018). A Project Coordinator of a YSF grant in Nigeria believed “*scale-up or follow-on granting*” would be helpful for interventions that appeared to have potential for larger scale impact (A. Unegbu, YSF Survey, July 3, 2018). Saurav Dash in India (YSF Survey, July 6, 2018) and Ssekah Abdu Kato in Uganda (YSF Survey, July 7, 2018) both echoed this opinion.

**Most YSF staff and grantees surveyed felt the \$25,000 grant size was about right for building capacity of smaller youth-led organizations primarily in majority world contexts.** Overall, there seemed to be a general consensus that the grant size was about right; “*particularly in those regions, where you can do a lot of work with USD 25,000*” wrote a YSF staff member (AYSAPg7F, YSF Survey, July 7, 2018). Some grantees felt a larger grant size should be available. Of the 399 youth-led peacebuilding efforts surveyed by UNOY and Search for Common Ground, 80% operated with budgets of less than \$50,000 per year, 9% operated with budgets “*between USD 50,000 and 100,000; and 11% above USD 100,000*” (UNOY and SfCG mapping, 2017, p. 22). If the survey findings are representative and YSF is unlikely to grant \$25,000 to organizations with prior year income less than \$50,000, then YSF grants focus toward the top 20% of youth-led peacebuilding efforts in terms of annual budgets. Thus, YSF grants help further build the capacity of youth-led peacebuilding efforts that have already proven capable of raising more funding than 80% of similar efforts.

At least two YSF staff members emphasized the importance of additionally funding even smaller projects without removing the \$25,000 limit. One YSF staff member felt that the way the application was phrased ended up influencing projects to consistently present budgets close to \$25,000 (AYSAGg7M, phone interview, July 12, 2018). He suggested emphasizing YSF’s ability to fund small projects of \$10,000 or less for organizations that appeared likely to significantly expand their capacity. He suggested that YSF might be missing opportunities to fund innovative and diverse projects by not funding much smaller organizations with less of a track record. The aforementioned youth-led peacebuilding survey and Independent Progress Study on Youth, Peace, and Security suggests he is correct (UNOY and SfCG mapping, 2017; Simpson, 2018). Giving more grants of smaller amounts could prove costly to the YSF program if all services were provided to all grantees. In order to reduce overall program costs, physical gatherings of grantees might only be available for those with grants over \$20,000.

A frequent emphasis in the conversation around grant size was that the grantees need to have more time to implement their projects as opposed to only having about 6 months between receiving funding and needing to submit final reports.

## Findings Related to the YSF Application and Selection Process

### Relevant YSF Stakeholder Survey Questions Included

*How valuable was the YSF Application Process (eligibility requirements, funding limitations, application questions, etc.) in increasing the quality and impact of YSF-funded projects?*

*What were the strengths and weaknesses of the YSF grantee selection process?*

*How valuable was the YSF Granting Agreement Process (refining the workplan and budget templates, reviewing contract commitments, etc.) in*

The YSF application process itself helped build the capacity of youth-led organizations through YSF's selection criteria and by requiring applicants to articulate their projects using YSF's clear, concise, and systematic application and workplan templates. Not only was the process considered clear and appropriate by grantees and YSF staff, but the process also built applicants' capacity. The process "*pushes applicants to think in terms of activities-outputs-outcomes,*" wrote one applicant (AYSAGg7M, YSF Survey, July 2, 2018). The Project Coordinator of the YSF-funded LIFE project in Nigeria in 2016, Abiodun Unegbu, wrote:

*The application process enabled us to build our organisational capacity over 4 years. The first time we saw the opportunity in 2011, we were not eligible, however, we used the guidelines to develop our capacity[.] [F]or example we registered the organisation in 2012 and were able to qualify for application by 2014. (YSF Survey, July 6, 2018)*

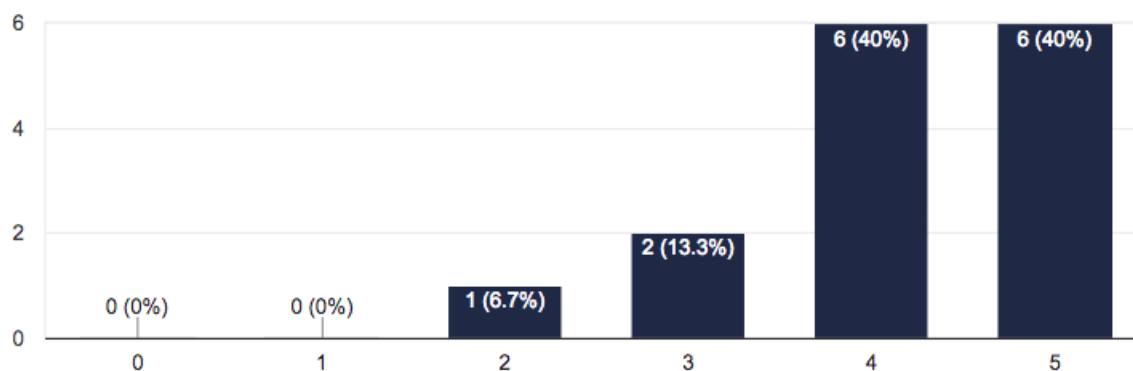


**FIGURE: Perceived Value of YSF's Application Process In Increasing Project Quality and Impact**

scale: 0 = not at all valuable, 5 = extremely valuable

How valuable was the YSF Application Process (eligibility requirements, funding limitations, application questions, etc.) in increasing the quality and impact of YSF funded projects?

15 responses



The variety of project ideas were relatively limited given the 1,246 applications YSF received in 2016 and 2017. One YSF staff member reported, “...young people should be the drivers of fresh and innovative ideas, but we always seem to receive the same kind of project proposals. I would love to be able to encourage innovation for youth-led organizations to test new ideas” (AYSVSg7F, YSF Survey, July 6, 2018). It is unclear why this was the case. It may have been due in part to children, youth, and adult supporters struggling to develop child and youth peacebuilding projects outside the scope of their initial child or youth peacebuilding knowledge and experience (McGill, 2012). It could also be partly due to a lack of explicit support for this in the YSF application process. The 2014-2015 and 2017 YSF Application Guidelines did not mention creativity or the like under any of its six criteria for selecting proposals. Other YSF staff and grantees highlighted the value of YSF supporting creative or innovative projects (AYSILg7F, Interview, July 10, 2018; AYSAGg7M, YSF Survey, July 2, 2018; G. Ismail, YSF Survey, June 30, 2018). The UNSCR 2250 highlighted that organisations should “invest in innovative approaches and incentives to address youth who are not already involved in the political or civic space, and for those who may be at risk of engaging with violent groups” (Simpson, 2018, p.113).

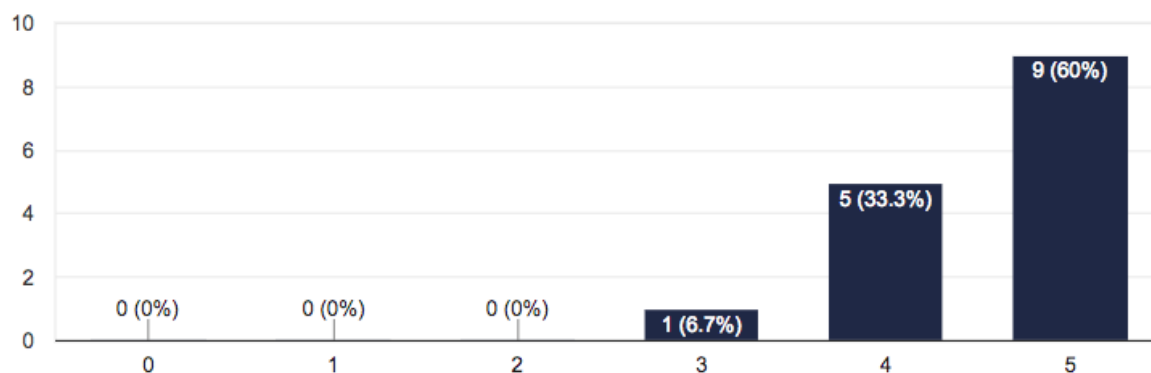
**Verifying applicant information was a significant challenge.** It is often difficult to verify records in majority world contexts (developing and least developed nations) that are also conflict-affected. It can be time-consuming to find alternative means for building trust in applicants’ claims.

**FIGURE: Perceived Value of YSF's Granting Agreement Process In Increasing Project Quality and Impact**

scale: 0 = not at all valuable, 5 = extremely valuable

How valuable was the YSF Granting Agreement Process (refining the workplan and budget templates, reviewing contract commitments, etc.) in increasing the quality and impact of YSF funded projects?

15 responses



**Grantees valued the clarity and refining elements of the agreement process.** There was a clear collaborative process of further refining project activities and objectives that improved initial proposals and brought greater clarity for YSF grant managers and project implementers. Grantees felt it was “*simple, but comprehensive*” (W. Ngasa, YSF Survey, June 29, 2018). Reviewing the detailed work plans attached to each grantee contract revealed greater clarity and specificity in 2017 plans that corresponded more clearly with grantees’ YSF Final Reports. However, quality still varied between grantees. Overall, most work plans would have been improved by developing clearer quantitative targets that could be more easily compared with YSF Final Reports. This includes stating the estimated length of events or trainings and disaggregating target participants by gender. Grantees not fluent in English could have used greater assistance.

**The short selection period strained YSF staff and some applicants.** The greatest burden during this period was on the YSF staff and selection team. However, shortlisted candidates also had to move quickly to submit additional information and improve their work plans and budgets.

**Overall, the YSF processes for applications, selection and granting, identified projects that were youth-led.** Yet, some projects were more youth-led than others. One of the 10 projects funded may have been youth-led only to a limited degree. However, in that one case, the appearance of possible older leadership may have been due more to communication challenges than lack of youth leadership. The organization’s director did not speak English well. This again emphasizes the potential value of lengthening the vetting process to better review applicants, leveraging YSF’s growing network to locally verify claims, and increasing the YSF program scale to increase support in different languages. Many of the projects did engage older

advocates and advisors, and in the case of Aware Girls, though the leadership were youth, 50% of their project implementers were elders (S. Bibi, YSF Survey, July 7, 2018). Skype interviews and organigrams during the application process helped ensure projects were youth-led.

***“Partnerships and collaborative action, where young people are viewed as equal and essential partners for peace, must be prioritized”***

Simpson. G., ‘The Missing Peace’ (UNFPA and PBSO, 2018) p.111

Nearly all YSF projects had impressively wide reach and most engaged a smaller number of youth more deeply. YSF’s 2016 and 2017 Application Guidelines both stated as one of six criteria being evaluated and scored by the Selection Committee: *“Impact and Multiplier Effect: The project will have a significant impact on the ground. Multiplier effect is outlined and target audiences are clearly identified.”* Thus, YSF encouraged projects to consider how to have peacebuilding impact on large numbers of people and also ensure meaningful impact.

Nearly all projects selected had an impressive reach or breadth of engagement. Many of the projects funded were focused on larger events, social media, TV or radio broadcasts, or other activities that reached large numbers of people for a short period of time. Most of the people reached by radio and TV broadcasts and posters and signs are not captured in the reach estimated in this evaluation.

Most projects also selected a smaller group of youth leaders to equip relatively more deeply. These youth leaders were then typically given responsibilities to pass on the peacebuilding education they had received. The 10 case studies following this section give a detailed breakdown of each project’s activities, reach, and depth of engagement.

## Findings Related to YSF Capacity Building Efforts

### *Relevant YSF Stakeholder Survey Questions Included*

*How valuable was YSF's remote coaching or support (phone calls, emails, Skype etc.) in increasing the quality and impact of YSF funded projects?*

*How valuable was the public promotion of YSF grantees (publicising recipients in UNAOC events and communication materials and elsewhere) in increasing the impact of YSF funded organizations?*

*How valuable was YSF's project reporting process, including templates provided for the Interim Progress Report and Final Report, in increasing the quality and impact of YSF funded projects?*

*How valuable was the YSF capacity building training event (in Addis Ababa and/or Istanbul) in increasing the quality and impact of participant's future peacebuilding efforts?*

YSF's 2017 call for applications stated, "YSF also contributes to the implementation of the UN Secretary-General's Plan of Action to Prevent Violent Extremism, by offering youth opportunities to create 'a positive vision of their future together with a genuine chance to realize their aspirations and potential'." A genuine chance to realize aspirations requires both an increase in skill and opportunity. The YSF program took clear steps to advance grantee skills and their opportunities. However, YSF's success in helping grantees realize their potential seemed to vary both from year to year and project to project, at least partly because of the following variables:

1. Grantee Project Coordinator's and Director's capacity, interest, and commitment.
2. Changing YSF staff and management.
3. Contextual challenges, many of which were conflict-related, such as travel restrictions and inconsistent internet.

Other variables seemed to limit the growth of grantees' skills and opportunities more universally across grant years and projects funded, including:

1. The short timeframe of implementation.
2. The lack of ongoing, consistent, strategic, expert coaching throughout the process.

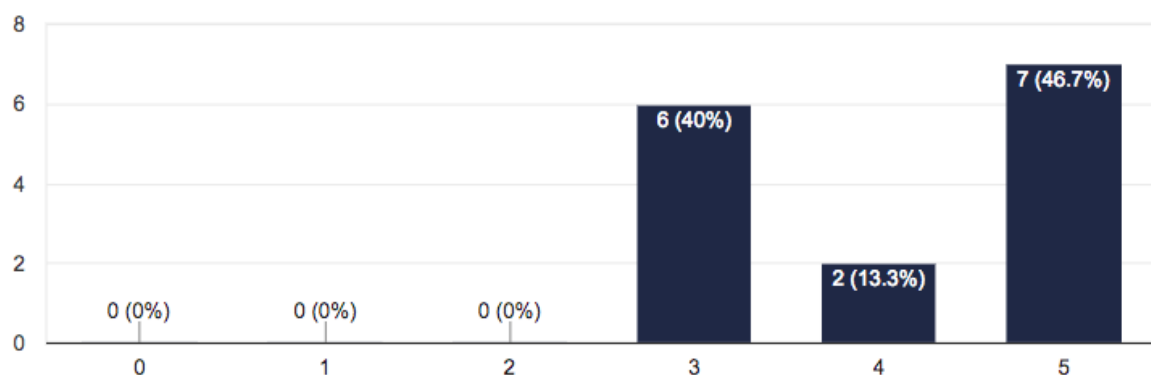
Following are key findings related to YSF's capacity building efforts.

**FIGURE: Perceived Value of YSF's Remote Coaching or Support In Increasing Project Quality and Impact**

scale: 0 = not at all valuable, 5 = extremely valuable

How valuable was YSF's remote coaching or support (phone calls, emails, Skype etc.) in increasing the quality and impact of YSF funded projects?

15 responses



**Much more than YSF staff realized, grantees who received remote coaching or support found it extremely valuable for increasing their project quality and impact.** Saurav Dash, a grantee in India, found YSF's coaching and support *"highly inspiring and useful"* (YSF Survey, July 6, 2018). When LIFE implemented their project in Nigeria they experienced significant resistance from religious leaders around taking on interns from a different faith. The need to adjust a peacebuilding plan is common, particularly when working in the dynamic environments of highly conflict-affected contexts. LIFE worked with local leaders and YSF to find a solution. LIFE's Project Coordinator, Abiodun Unegbu, described how much he valued YSF's support during this process.

*The remote coaching provided by the UNAOC-YSF staff helped us to address challenges in the programme implementation phase. For example, we wanted youths to serve as bridges between the two religious communities, our initial plan was to have them serve as interns for a while, when this was rejected we were assisted to conduct site visits which furthered our project objective.* (YSF Survey, July 3, 2018)

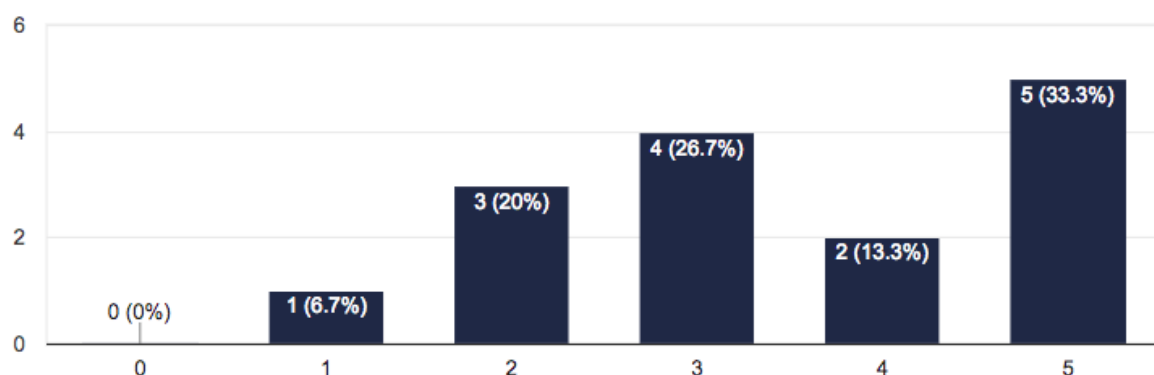
Most YSF staff second-guessed the great value of their remote support while grantees were confident YSF's remote support was instrumental to their peacebuilding impact. Four of five YSF staff members responding to the survey marked "3" as the value of their remote support. (The other two grantees who marked 3 on the survey claimed not to have received remote support after the agreement process.) After listing the variety of support she offered via email, Skype, and *"one-on-one coaching sessions for each organization"* she wrote, *"It may have helped to a certain degree, but I am not convinced it was the key in increasing their project's impact"* (AYSAPg7F, YSF Survey, July 6, 2018). Grantees believed YSF's remote support was instrumental to their peacebuilding impact; far beyond what YSF staff realized.

**FIGURE: Perceived Value of YSF's Public Promotion of Grantees In Increasing Project Quality and Impact**

scale: 0 = not at all valuable, 5 = extremely valuable

How valuable was the public promotion of YSF grantees (publicising recipients in UNAOC events and communication materials and elsewhere) in increasing the impact of YSF funded organizations?

15 responses



**Public promotion of grantees greatly benefited some grantees.** Several grantees had specific examples of how YSF's promotion of grantees increased their impact. Other grantees experienced very little value in public promotion. Given that this capacity building service was helpful for some and not others, it appeared helpful to continue. However, this should be as a part of a more comprehensive strategy to build grantee sustainability, and particularly financial sustainability.

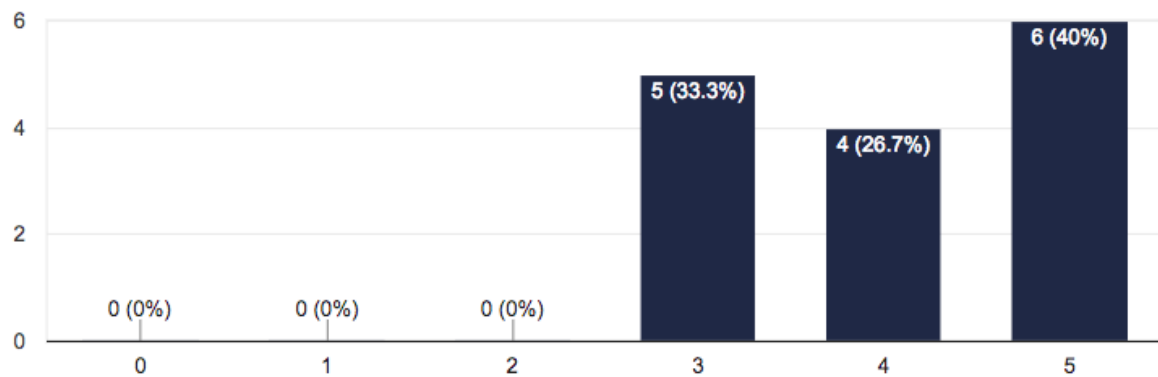
**FIGURE: Perceived Value of YSF's Project Reporting Process In Increasing Project Quality and Impact**

scale: 0 = not at all valuable, 5 = extremely valuable



How valuable was YSF's project reporting process, including templates provided for the Interim Progress Report and Final Report, in increasing the quality and impact of YSF funded projects?

15 responses



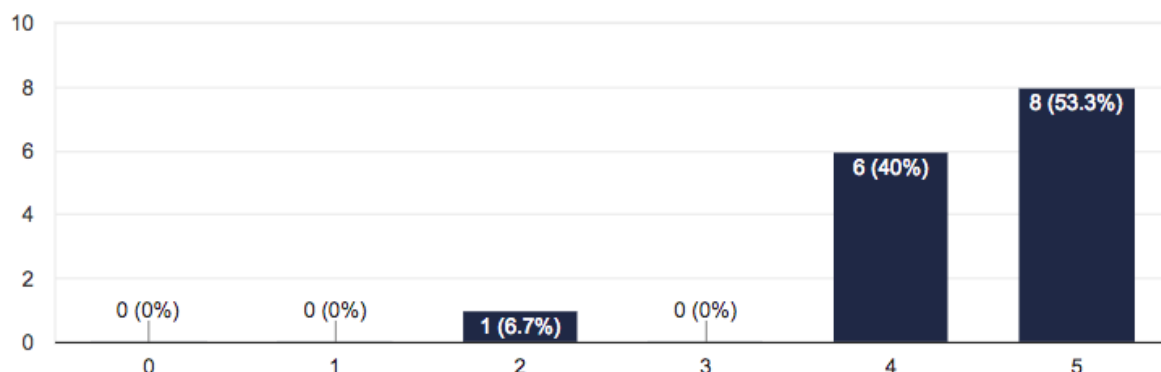
**Interim progress reports helped grantees consider, adapt, correct, and complete their projects in a clear, methodical way.** Through the Interim Progress Report, grantees were able to more clearly consider their achievements and see where more focused efforts or adaptations were needed. They felt reporting templates were clear and fairly simple, yet still comprehensive. Interim and final reporting also appeared to improve grantees' project planning, reporting, and M&E skills. However, the quality with which reports were completed varied significantly. Supporting grantees in these processes presented another valuable capacity building opportunity for YSF. Grantees rated YSF's reporting process as more valuable than did YSF staff, who each rated it at a value of "3".

**FIGURE: Perceived Value of YSF's Capacity Building Events In Increasing Project Quality and Impact**

scale: 0 = not at all valuable, 5 = extremely valuable

How valuable was the YSF capacity building training event (in Addis Ababa and/or Istanbul) in increasing the quality and impact of participant's future peacebuilding efforts?

15 responses



\* The only "2" in the bar chart above was from a grantee unable to attend an event.

**FIGURE: Agenda: YSF's Capacity Building Training at the United Nations Economic Commission for Africa in Addis Ababa, Ethiopia 24-28 October 2016**

	Sunday 23	Monday 24	Tuesday 25	Wednesday 26	Thursday 27	Friday 28
07:00-08:30	Arrivals and check in to hotel	Breakfast and walk to venue	Breakfast and transit to African Union	Breakfast and walk to venue	Breakfast and walk to venue	Breakfast and walk to venue
08:45-10:15		Presentations by participants Testimonial by Mr. Wanjala Wafula	Meeting at the African Union (Ms. Sandra Adong Oder)	Organizational Development and Change (Ms. Andrea Rogers)	Fundraising and Partnerships Development (Mr. Wouter Coussement)	Mainstreaming project results (UNAOC)
10:15-10:45		Break	Transit to UNECA	Break	Break	Break
10:45-12:30		Gender mainstreaming (Mr. Emmanuel Trepanier)	Monitoring and Evaluation (Ms. Natalie Forcier)	Org Dev and Change	Fundraising and Partnerships Development	YSF best practices (UNAOC)
12:30-13:45		Lunch	Lunch	Lunch	Lunch	Lunch
13:45-15:15		Gender mainstreaming	Monitoring and Evaluation	Org Dev and Change (cont'd) with Testimonial by Ms. Natalie Forcier	Communication of results (Ms. Ipsita Sarkar)	Intercultural Leaders (UNAOC)
15:15-15:45		Break	Break	Break	Break	Break
15:45-17:15		Gender mainstreaming	Monitoring and Evaluation	Org Dev and Change	Communication of results	Guidance for future cohorts & Final debrief (UNAOC)
17:30-18:00		Walk back to hotel	Walk back to hotel	Walk back to hotel	Walk back to hotel	Walk back to hotel
18:00		Dinner	Dinner	Dinner	Dinner	Farewell dinner

**FIGURE: Agenda Summary: YSF's Capacity Building Training in Istanbul, Turkey 11-15 December 2017**

Monday, 11 December 2017	
9:30 a.m.	Opening and introduction with the Turkic Council
2:30 p.m.	Youth Dialogue Exchange: Second Anniversary of Security Council Resolution 2250 "Youth, Peace and Security"
Tuesday, 12 December 2017	
9:30 a.m.	Alumni-facilitated session: challenges and successes of your YSF project
2:30 p.m.	Alumni-facilitated session: sustainability of your YSF project and developing action plans for the future
4:30 p.m.	UNAOC-facilitated session: Introducing <a href="http://InterculturalLeaders.org">InterculturalLeaders.org</a> and engaging with UNAOC as alumni
Wednesday, 13 December 2017	
9:30 a.m.	Training on donor networking, provided by Christopher Varaday of <a href="http://SFV Consulting Group">SFV Consulting Group</a>
2:30 p.m.	Training on developing a fundraising strategy, provided by Christopher Varaday of <a href="http://SFV Consulting Group">SFV Consulting Group</a>
Thursday, 14 December 2017	
9:30 a.m.	Training on strategies for social media, provided by <a href="http://Hilary Ann Duff">Hilary Ann Duff</a>
2:30 p.m.	Training on advocacy, provided by the <a href="http://Clingendael Institute">Clingendael Institute</a>
Friday, 15 December 2017	
9:30 a.m.	Training on strategic planning to be applied in the advocacy context, provided by the <a href="http://Clingendael Institute">Clingendael Institute</a>
2:30 p.m.	Training on monitoring and evaluation, provided by the <a href="http://Clingendael Institute">Clingendael Institute</a>

**Grantees and YSF staff alike believed YSF capacity building training events were extremely valuable for increasing the quality and impact of participants' future peacebuilding efforts.** The capacity building training in Addis Ababa, Ethiopia for recipients of the 2015-16 edition cost \$44,975.68. During this period, five projects funded by the Government of Finland were given a total of \$118,500.90 through YSF. The event was expensive, but nevertheless, it appeared worth the cost, particularly because a core objective of YSF was building the capacity of youth-led organizations and not only granting funds to youth-led organizations.

The figures above give the schedules of the 2016 and 2017 5-day training events. Training topics included UNSCR 2250 (2015), sustainability of YSF projects and developing action plans for the future, gender mainstreaming, organization development and change, M&E, social media strategies, donor networking, and more. The capacity building events not only

imparted knowledge, built skills, and improved grantee planning and reporting, but they also provided contexts for relationship building between peer-peacebuilders that helped inspire, sustain, and improve ongoing peacebuilding action. The SPOTLIGHT below provides a powerful testimony from one YSF Grantee, and the Recommendations section provides ideas for increasing the value of these already extremely helpful events.

***SPOTLIGHT: The Value of Capacity Building Events to Increase and Sustain Youth Peacebuilding Impact***

*[The capacity building training event in Istanbul, Turkey] ...was very valuable because it brought different youth peace building project implementers from different countries of the world to share their projects and the best practices in implementing youth peace building projects. It was a very great learning platform because different project representatives presented different strategies that were used to successfully implement their projects and we realised that youth peace building challenges were cutting across all projects which gave us a good platform to discuss and share the best practices of project implementation. It was also a platform of building a net work of alumni of youth peace builders that is still promoting knowledge sharing even after the YSF project implementation but rather is supporting the ongoing youth peace building activities in different countries of the world.*

Ssekah Abdu Kato, Project Coordinator for ICODI in Uganda (YSF Survey, July 7, 2018)

**Youth peacebuilders highly value and appear to significantly benefit from opportunities for meaningful, face-to-face peer engagement.** Gathering grantees at capacity building events provided a dynamic environment of peer-to-peer coaching and capacity building. These were valuable opportunities for diverse young peacebuilders *“to share common challenges and lesson learnt and insights on how to increase sustainability in their project”* (AYSAGg7M, YSF Survey, July 2, 2018). They help cultivate a network of *“youth peacebuilders that is still promoting knowledge sharing even after the YSF project implementation but rather is supporting the ongoing youth peace building activities in different countries of the world”* (A. Kato, YSF Survey, July 7, 2018).

A YSF staff member noted that particularly with youth, face-to-face interactions help create relationships that improve the whole process of working with them throughout a project (AYSAGg7M, phone interview, July 12, 2018). Another YSF staff member wrote, *“I delivered a training for selected YSF grantees before contracting and we together refined every workplan and budget, based on that training. It helped to organize their way of thinking and delivering on outputs”* (AYSAPg7F, YSF Survey, July 6, 2018).

The 2017 grantee capacity building event in Istanbul involved six new grantees and three YSF Alumni. The three YSF Alumni coordinated a day together with the new YSF recipients to reflect on their experience and consider next steps. A YSF Project Manager commented, *“There is definitely a value about getting the alumni and the new grantees together. They...form a greater support system and a greater network...there might be ideas for new projects or ways that we can work together to support the projects that [new grantees] will be implementing”* (AYSVSg7F, Skype interview, July 19, 2018).

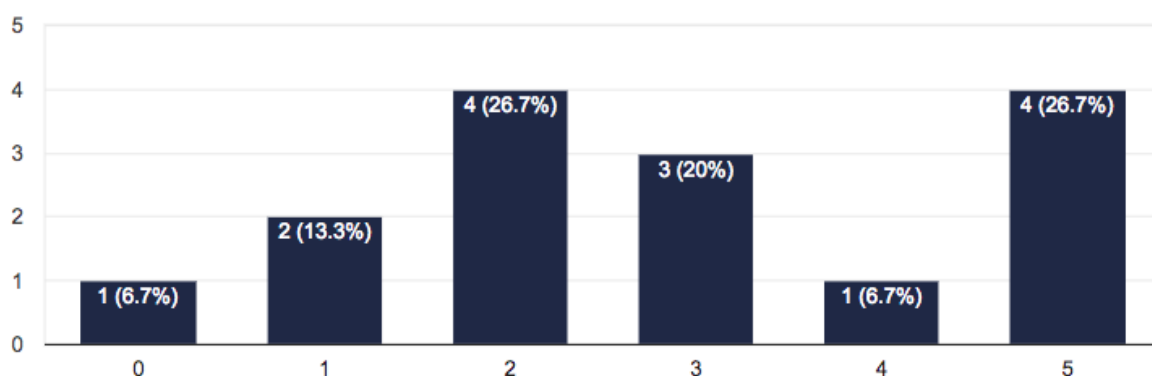
There were unique benefits to holding capacity building events at the very start of the grant cycle with new grantees and at the end of the cycle with ending grantees, as well as allowing for opportunities for YSF Alumni to engage with one another and the beginning and ending grantees.

**FIGURE: Perceived Value of InterculturalLeaders.org In Increasing Project Quality and Impact**

scale: 0 = not at all valuable, 5 = extremely valuable

How valuable is the YSF Alumni Platform (InterculturalLeaders.org) in increasing the quality and impact of the ongoing peacebuilding efforts of YSF alumni?

15 responses



**The online alumni platform InterculturalLeaders.org has unrealized potential.** The site was a partnership between UNAOC and BMW Group and not funded by the Government of Finland. Nevertheless, YSF leveraged the site to further its capacity building aims and planned to do so in the future to an even greater degree. YSF's 2014 proposal for 2015 funding listed the site as one of two capacity building services provided by YSF to grantees. The site helps support a network of mostly young peacebuilders by providing space to post grant or event opportunities, peacebuilding success stories, requests for technical assistance, details about one's skills and availability to serve, and more. The site also provides access to mentors. All YSF Alumni have been invited to use the platform. YSF provided training on how to use InterculturalLeaders.org to all participants at the 2017 capacity building training in Istanbul. This evaluation assessed YSF and Alumni perceptions of the platform's peacebuilding value for YSF Alumni.

At the time of the evaluation, use of the site by YSF grantees appeared limited. However, those who did use it found it helpful for connecting with and learning from other grantees. Significant and ongoing technical problems, limited engagement with other more widely used platforms, and a lack of a well implemented plan to increase YSF Alumni use of the site have all hindered usership and its effectiveness. Nevertheless, if these issues are addressed, it could yet prove to be a helpful tool for building the YSF Alumni network and capacity through increased connection and information sharing.

**YSF is making great efforts to build a valuable global network of youth peacebuilders and could do so even more efficiently.** YSF has helped build a global youth peacebuilding network through their annual events with grantees, publication of grantees on their websites, inviting grantees to outside events such as the Global Forums of the United Nations Alliance of Civilizations, promoting use of [InterculturalLeaders.org](http://InterculturalLeaders.org), and other means. A YSF Alumnus was used as a trainer for the grantee capacity building events in Addis Ababa in October 2016. Three YSF Alumni facilitated sessions for 2017 YSF recipients on challenges, successes and sustainability at the capacity building event in Istanbul during December 2017. Seventy-five alumni across all UNAOC programs, including 12 YSF Alumni, were invited to the 7th UNAOC Global Forum in Baku, Azerbaijan (April 25 to 27, 2016) and took part in an Alumni Showcase. YSF organized a panel including two YSF Alumni at the Turkic Council conference titled, *“Role of Youth in Preventing and Countering Violent Extremism: Holistic Approaches from Education to De-Radicalization”* (October 20 to 21, 2016, Istanbul) The panel was titled, *“Preventing Violent Extremism Through Education: UNAOC’s Approach Through Youth Projects.”* Some YSF grant recipients have also engaged with the UN Interagency Network for Youth and the Working Group on Youth and Peacebuilding with support from YSF (UYSVSg7F, Skype Interview, August 7, 2018).

These efforts and the emerging YSF Alumni network appear increasingly fruitful. At the same time, additional efforts could be taken to help link and expand this YSF Alumni network. Recommendations for how to do so are provided in the Recommendations section at the end of this evaluation.

**As part of organizational capacity building, YSF provided multiple direct efforts supporting grantees’ financial sustainability beyond YSF’s short term funding.** *“The entire idea of YSF is that it provides only seed funding to youth-led organizations, which later on are expected to grow more and get more funding from other sources,”* reported one YSF staff member (AYSAPg7F, YSF Survey, July 6, 2018). YSF staff believed that they focused more on supporting the sustainability of the organization, however it was apparent that a strong emphasis was also placed on grantee’s financial sustainability. YSF’s October 2016 training in Addis Ababa included nearly a half day of training on *“Fundraising and Partnerships Development (Mr. Wouter Coussement)”* and the 2017 event in Istanbul also included nearly a half-day *“Training on developing a fundraising strategy, provided by Christopher Varaday of SFV Consulting Group”* (YSF capacity building event schedules 2016, 2017). Advertising YSF Grantees on the UNAOC website and inviting them to youth peacebuilding related events, thus increasing their visibility, were other capacity building measures YSF used to build grantee financial sustainability outside of YSF’s one-time funding. YSF has also provided letters of recommendation for grantees, notified them of funding opportunities, and even helped review grant applications to other donors, and hoped alumni would leverage [InterculturalLeaders.org](http://InterculturalLeaders.org) to receive fundraising support from others (AYSVSg7F, Comment on evaluation draft, August 20, 2018). At least some YSF staff felt the grant period was *“enough for grantees to capitalize on UNAOC endorsement and promotion”* (AYSILg7F, YSF Survey, July 3, 2018).



## Unique or Thematic Findings from Case Studies and Overarching Finding

Detailed findings for each of the 10 projects evaluated are available in the following 10 case studies. Findings below highlight some of the interesting or overarching findings across these 10 case studies funded by the Government of Finland through YSF in 2016 and 2017.

**Project activities engaged people and inspired peacebuilding action significantly beyond what was measured in reports.** For example, event reports may have counted registered participants but not the significant numbers of onlookers. In Uganda, ICODI's YSF Final Report noted adult and youth participants, but video of the event clearly showed uncounted children watching, listening, and participating. Several projects noted radio broadcasts but did not estimate the number of people reached by those radio shows or advertisements. Over multiple projects and years, it seemed likely that these uncounted beneficiaries would number in the tens of thousands, greatly increasing the overall reach of YSF projects and lowering the cost per engagement.

**The enthusiastic dedication of the young peacebuilders improved project impact.** Youth leaders trained through YSF-funded projects were energized by the opportunity to wage peace. Their commitment to, and hope for, a more peaceful community and world helped them overcome challenges and sacrifice their time and energy to further the cause. Their energy, commitment, and sacrifice contributed to increased project impact and continuing peacebuilding efforts postproject. In Pakistan, 17 of the 18 youth YPs interviewed expressed that they were continuing activities in their communities at the grass roots level to promote peace and interfaith harmony.

**Youth leaders equipped through YSF-funded projects leveraged their personal connections with peers and others to share the peacebuilding education they had received and further project aims.** Following are just a few examples.

1. All 18 FGD participants who were Youth Peer Educators (YPEs) trained by AFCIG in Cameroon stated that they had shared their project work on their personal Facebook pages. These YPEs actively engaged with their social media followers to sensitize them to the importance of cultural tolerance and peace in Cameroon through well thought-out messages including fieldwork photos and flyers from AFCIG.
2. YaLa trained youth leaders in multiple countries to leverage social media for peacebuilding action.
3. PCCDS used social media to make personal invitations to an Anti-Extremism Youth National Dialogue Conference in the State of Palestine.
4. Youth Ambassadors trained by LIFE in Nigeria used their personal connections with their religious institutions to further project aims.

These YSF-funded projects gave youth leaders skills and tools to influence their network of peers from their unique position of authority as a friend or acquaintance and fellow peer. This appeared to be a good strategy to quickly leverage youth leaders' existing social capital in order to expedite a broad peacebuilding reach.

**Projects ended after YSF funding, although long-term results were apparent through behavioral changes of beneficiaries.** Evaluators found little evidence of grantees' clear intentions or plans to continue their YSF-funded projects post-YSF funding nor evidence that projects did in fact continue. It appeared that reasons for this included the short implementation period necessitated by the granting cycle and attempts to reach large numbers of people within this time frame--cited by YSF staff and grantees as approximately six months. These limitations more frequently birthed short-term, one-off events that could reach larger numbers quickly rather than deeper engagement with fewer people that would be built upon postfunding. Evidence YP collected from youth beneficiaries did show that many, if not most, trained youth peacebuilders found other ways to continue using the peacebuilding knowledge and skills they gained through the YSF-funded project.

YSF's 2016 and 2017 selection criteria included, *"Sustainability, Monitoring, Evaluation: The project has a potential to become sustainable beyond its original duration and bring long-term results that are clearly outlined in the project proposal."* Additionally, YSF's December 2017 Capacity Building Workshop in Istanbul included a nearly 2-hour session titled *"sustainability of your YSF project and developing action plans for the future."* Nevertheless, there was little evidence of even parts of projects continuing after YSF funding. Projects did appear to *"bring long-term results"* through behavioral changes of beneficiaries.

**Youth-led organizations missed opportunities to continue working with trained youth leaders post-YSF funding.** The appropriateness of such opportunities could be evaluated by the organization. However, none of the 10 grantees evaluated appeared to be continuing to work intentionally with the group of key youth they had trained through their YSF project; nor were they doing so with any other subgroup of beneficiaries. It is possible some grantees were doing so, but evaluators found no evidence of this. Nearly every project evaluated no longer had easy access to the contact information for the key youth trained or mentored through their projects. This was even true of projects that ended in 2017: only 6 months before this evaluation began. It seemed very clear that YSF grantees did not plan to continue engagement with their youth beneficiaries after their YSF projects. There was, nevertheless, evidence that many youth leaders trained through YSF projects were continuing peacebuilding action without direction from the YSF Grantee by whom they were trained.

**More children were impacted by the project than recorded in project final reports.** Children were outside the focus of UNAOC's programs and all YSF written materials clearly articulated a focus on adult youth 18 to 35 years old. Nevertheless, children were directly or indirectly apart of every YSF-funded project that was evaluated. Even if YSF maintains a clear focus on adult youth, it appeared likely that children would be involved in, or impacted by, most if not all of YSF's future grantee's projects.

Videos and photos provided by grantees sometimes showed children actively participating in or observing peacebuilding activities, yet, these children were not counted in YSF Final Reports. It seemed that this child participation was frequently undervalued. The Final Report to YSF from ICODI in Uganda noted:

*Children did not directly take part in our project, however, some of our community peace building campaigns ended up attracting children and adolescents who were under*

*the age of 18 and some of these children were primary school students and some school dropout children. These children were not considered or counted in our project numbers reached.*

*...We are happy these campaigns also reached adolescents who most of them are about to become youth ie they are approaching the age of 18, therefore they were important activities to educate the adolescents about peace building as well.*

Additionally, some children, those under 18 years of age, were counted as youth rather than children.

The 2016 and 2017 YSF grantee reporting templates requested numbers of participants desegregated by “Youth (under 35)” and “Non-Youth (Over 35).” However, children were not mentioned in the 2016 grantee reporting templates and the 2017 templates only referenced children, without an age range, as a parenthetical note on questions about the number of youth participants: “(youth – if children take part in your project, please disaggregate separately).” It did not clarify that anyone younger than 18 years old should be counted as a child. Not providing clear space and age range for child participants, but doing so for youth and “non-youth,” appeared to be a mild element of discrimination which contributed to children not being appropriately counted. While acknowledging YSF’s focus on youth of 18 to 35 years old, it is also important to highlight the fact that the greater plasticity of children’s minds allows them to absorb and apply peacebuilding education more easily than their older counterparts. This further emphasizes the importance of ensuring they are distinctly counted.

**YSF projects overcame significant gender discrimination in each of their contexts to achieve impressive gender balance in their projects and across most of their activities.**

This outcome was supported by YSF’s attention to gender dynamics, gender mainstreaming, and gender balance in application guidelines, project selection criteria, project planning, reporting templates, and coaching during project implementation processes. Understandably, not every activity of every project maintained gender balance; however, the number of activities that did so across all projects is very impressive. The gender of project participants by activity is available in the tables in each case study in this evaluation titled, TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee’s YSF Final Report and Evidence. Discussions of gender-related findings relevant to each context are also included in case studies.

# **2016 YSF GRANTEE CASE STUDIES**



# NIGERIA: Leadership Initiative for Youth Empowerment (LIFE)

## Youth Peacebuilding Context in Nigerian refugee camps and surrounding communities

Since Nigeria attained political independence in 1960, one of the country's biggest challenges has been youth involvement in violent conflicts; whether they are ethnic, communal, religious, ethno-religious or political. Over the past five years, Nigeria has been at war with insurgents attempting to take over the North East of the country. This unconventional warfare has resulted in thousands being killed and millions displaced (This Day Live Newspaper, August 7, 2017). Youth peace activist Abdulrazaq O Hamzat explains, "*Beyond the North East crisis, there are other crises like the Niger Delta militancy, agitation for self determination and other minor ethnic, economic and religious crises happening in various communities across the country*" (2016). As some youth have been active participants in the armed conflict, there is increasing awareness of the value of building youth capacity for "*appropriate engagement in peacebuilding and post conflict reconstruction*" (Abdulrazaq, 2016). However, young Nigerians need further support to more fully embrace their rightful role community builders. While there are "*several youth-led initiatives operating across the country to bring about sustainable peace, there is a lack of support from authorities*" (Abdulrazaq, 2016).

## Project Overview

The overall goal of the “Intercultural Learning for Peace (IC4P)” program was the promotion of intercultural learning for peace and unity in Nigeria. The project objectives were:

1. To strengthen the capacity of 60 youth representatives to increase intercultural learning among internally displaced persons and community residents in six Local Government Areas (LGAs) in Lagos State by the end of 2015.
2. To increase awareness of cultural learning for peaceful coexistence among 30,000 community members from six LGAs in Lagos State by the end of 2015.

## Applying the Methodology with the LIFE Project

This evaluation of LIFE’s IC4P project used both quantitative and qualitative methods. Purposive sampling was used to select members of LIFE’s IC4P program based on availability of the participants for the study and their status as Youth Ambassadors (YAs). The qualitative approach included focus group discussions (FGDs), a survey, and key informant interviews (KII) with YAs who were key program beneficiaries. The evaluator also conducted a desk review to gain in-depth understanding of the program design, implementation, and reporting. Seventeen participants (ten males and seven females) took part in three FGD sessions, eleven participants were interviewed (six males and four females) while the Lead Evaluator conducted an interview with Abiodun Rufus Unegbu Owu, LIFE’s YSF Project Manager and Executive Director who was 33 years old at the time of project funding. Abiodun also completed YP’s online survey focused on support offered by YSF.

The Local Evaluator carried out interviews in both English and Nigerian Pidgin. Before data collection started, the evaluator informed participants about the purpose of the research and explained related procedures. Finally, the evaluator notified participants regarding:

1. their rights to decline to participate and to withdraw from the study at any time.
2. potential risks and prospective research benefits.
3. confidentiality and privacy terms, including how evaluators will use their data and case materials, photos, audio, and video recordings.
4. whom to contact in case of follow-up questions and feedback.

Upon participants' approval, interviewers recorded KII and FGD sessions and utilized verbatim transcriptions for analysis.

**Summary of Limitations.** Time and financial constraints limited the amount of data that could be collected, who could be accessed for KIIs and FGDs, and the detail of analysis. The relatively limited experience of the Local Evaluator who was responsible for writing the case study impacted the quality of analysis and writing clarity. Limitations also included the inability to reach 19 selected participants due to unavailability at the time of the study, which in turn, reduced the number of FGDs and KIIs conducted. Transportation was provided for participants to facilitate participation. Since not all participants could express themselves adequately in English, they were permitted to use “Pidgin English” - a language they all spoke well - or better understood. Though the implementing organization was responsive, the evaluation team experienced some delay in obtaining the required information. Some interview sessions began



in a fairly noisy environment which distracted some participants so the evaluator moved participants to a less noisy environment. Finally, some respondents had competing priorities affecting their full participation, however, they were able to stay to the end of the FGD or KII.

## Quantity and Quality of Data Collected

Youth Ambassadors (YAs) and key stakeholders impacted by LIFE's IC4P program participated in FGDs and interviews. The evaluator held three semistructured FGD and ten semistructured KIIs with YAs and one semistructured KII with the LIFE Project Coordinator facilitated by the Lead Evaluator. The number of sessions was sufficient to provide evidence for this case study. Data from the survey and document review were triangulated with FGD and KII responses to strengthen findings. Gender balance and age were considerations in participant selection.

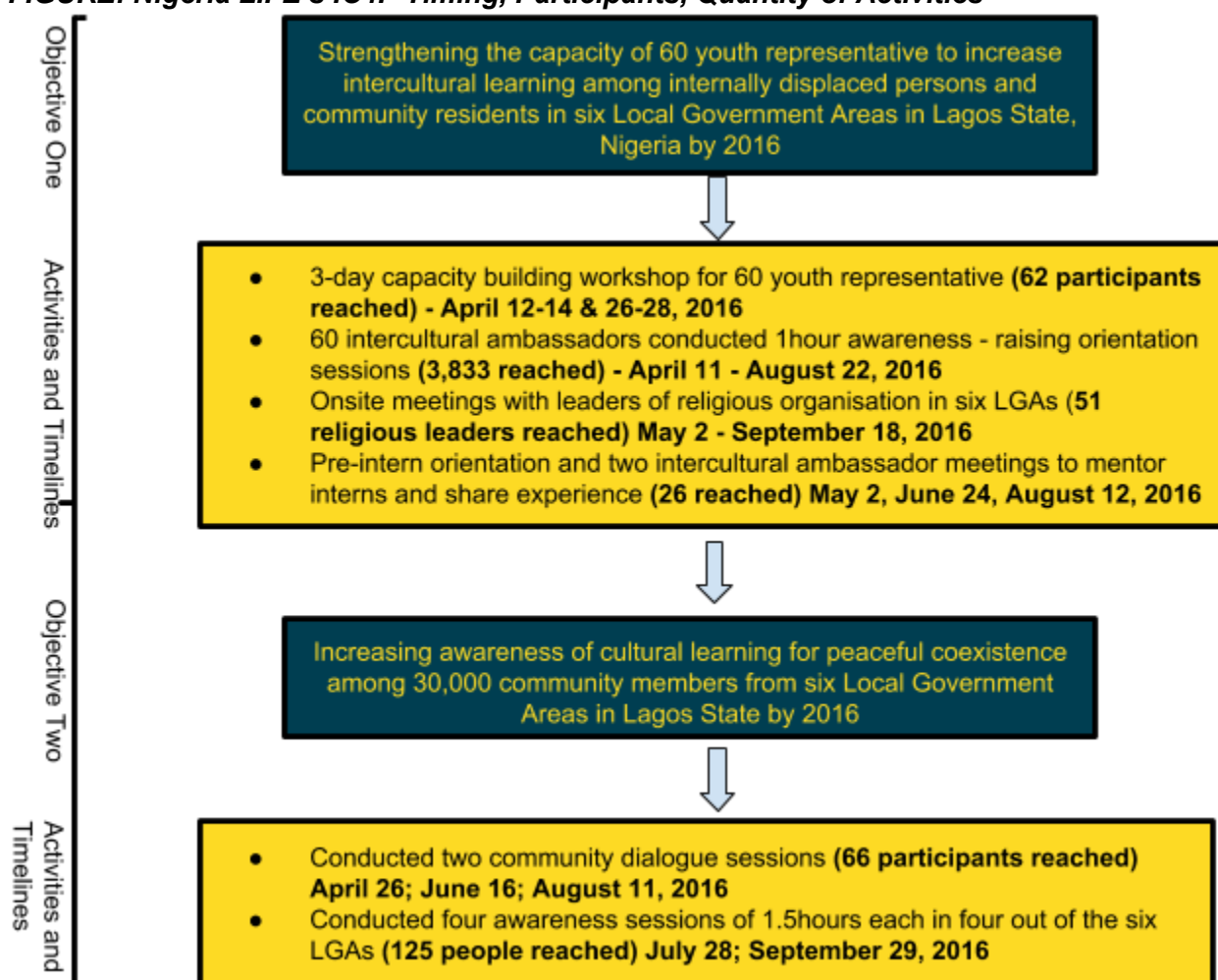
**TABLE: Evaluation Participants by Type and Evaluation Method Used**

	Youth		Other Stakeholders		total		ALL TOTAL
	M	F	M	F	M	F	M&F
FGD Participants	10	7	0	0	10	7	17
Interviews	6	4	0	1	6	5	11
Surveys	0	0	0	1	0	1	1
<b>LIFE Totals</b>	<b>16</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>16</b>	<b>13</b>	<b>29</b>

## Findings

LIFE's IC4P project was implemented in Nigeria to address two main objectives: to strengthen the capacity of youth representatives to increase intercultural learning, and to create awareness of peaceful coexistence. Associated activities and their implementation timeline are highlighted in the figure below. This is followed by a table mapping the reach of project activities and estimating their depth of engagement.

**FIGURE: Nigeria LIFE's IC4P Timing, Participants, Quantity of Activities**



**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

The table below shows the qualitative depth of engagement scale, as follows:

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

**TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee’s Final Report and Evidence**

*(View table on following page.)*

Nigeria: LIFE			VSF Contract		Calmed														Reach % Change	Engagement Depth		Engagement Score							
KEY: n = no claim made, F = female, M = male, Y = youth 18-35, C = child 0-17, A = adult over 35			People to Reach			People Reached														TOTALS									
			Units	Y	A	C	All	Units	FY	MY	All Y	FA	MA	A	FC	C	All F	All M	All										
VSF Grant \$25,000	Budget \$25,000	Actual \$25,000																											
Objective 1 Strengthen capacity of 60 Youth Ambassadors (YAs) to increase intercultural learning among IDPs & residents in 6 LGAs in Lagos State																					O1 total 73,305								
Outcome 1.1 60 YAs trained in skills & knowledge to serve as inter-cultural ambassadors																													
Act 1.1.1 Conduct planning meeting to familiarize staff with the project & assign roles & responsibilities			n	n	n	n	0	n	9	7	16	1	0	1	0	0	10	7	17	na	3	51							
Act 1.1.2 Mobilize participants & communication																													
Act 1.1.3 Engage resource persons; collate & print training materials																													
Act 1.1.4 Conduct 3-day workshop for YAs							60													62	3.3%	5	310						
Act 1.1.5 Produce workshop report (including analysis of participants' evaluation forms)			2	60	n	n		2	38	24	62	0	0	0	0	0	38	24											
Outcome 1.2 60 YAs sensitize 3000 young people in 6 LGAs on the importance of inter-cultural learning over 5 months																													
Act 1.2.1 Communication for organisation of orientation sessions																													
Act 1.2.2 Provide technical support for orientation sessions by 60 YAs							3,000													18,185	506.2%	3	54,555						
Act 1.2.3 60 YAs conduct 1-hour awareness-raising orientation sessions (4 sessions each with 25 participants per session)			120	3,000	n	n		120	9,387	8,798	18,185	0	0	0	0	0	9,387	8,798											
Session participant were given an extra filter for a young family member or friend			n	n	n	n	0	n	0	0	18,185	0	0	0	0	0	0	0	18,185	na	1	18,185							
Outcome 1.3 60 YAs hosted as interns in 30 religious organisations (Moslem & Christian) in 6 LGAs for 5 months																													
Act 1.3.1 Onsite meetings with religious leaders in 6 LGAs																													
Act 1.3.2 Pre-intern orientation & 2 YA meetings for mentoring of interns & experience sharing							60													51	-15.0%	4	204						
Act 1.3.3 Communication for monitoring youth internship			n	60	n	n		n	3	9	12	16	23	39	0	0	19	32											
Objective 2 To increase awareness of cultural learning for peaceful co-existence among 30,000 community members from 6 Local Government Areas in Lagos State b. O2 total																					764								
Outcome 2.1 Three Community Dialogue Sessions covering 6 LGAs																													
Act 2.1.1 Mobilize participants & communication (e.g. government officials, religious leaders, community leaders, school administrators, representatives of other CSO organisations, media)							30,000													66	-99.8%	4	264						
Act 2.1.2 Conduct 3 community dialogue sessions																													
Act 2.1.3 Produce reports & analyse participants' feedback & success stories			3	n	n	n		2	11	9	20	7	39	46	0	0	18	48											
Outcome 2.2 4 awareness raising sessions on intercultural learning on peaceful coexistence for 1,200 participants in 6 LGAs																													
Act 2.2.1 Conduct 4 1.5-hour awareness sessions in 4 of 6 LGAs. Target audience: 300 participants per session, general community members comprising youths, men & women from different social structures in the community							1,200													125	-89.6%	4	500						
Act 2.2.2 Produce reports & analyse participants' feedback & success stories			4	n	n	n		1	67	35	102	15	8	23	0	0	82	43											
Totals			129	3,120	0	0	34,320	125	9,515	8,882	36,582	39	70	109	0	0	9,554	8,952	36,691	1076.0%	TOTAL 74,069								
% Female & % Male						52%			48%			36%			64%			na			na			52%			48%		

**Completed Activities.** Young people between 18 and 35 years old were the central actors of this project from project design through implementation. LIFE's IC4P project largely worked with young people from religious-based organizations. The project mobilized young people from diverse backgrounds and ethnic groups in Nigeria for participation. The interest expressed by all participants in improving their communities and enhancing their personal skills was their core motivation in accepting the nomination to participate in the Intercultural Ambassador workshop and serve as YAs.

Two rounds of 3-day workshops were held for a total of 62 YAs (38 female and 24 male) covering key topics such as understanding diversity, intercultural learning, cross-cultural communication, and negotiation in cross-cultural communities. LIFE's Report of the Intercultural Learning Ambassadors Workshops April 12-14 and April 26-28 stated that reviewing pre and post-workshop questionnaires revealed participants' (i.e. YAs') knowledge increased by 35%. These YAs demonstrated improved knowledge and skills in concepts of diversity, intercultural learning, and negotiation skills. Sixty-two trained YAs received technical support to conduct a total of 120 orientation sessions or meetings over 24 weeks. YAs led a total of 120 awareness-raising sessions reaching 18,185 youth from faith-based organizations and their community. Of the total 18,185 direct beneficiaries sensitized, LIFE staff and volunteers monitored 18 sessions in schools, religious institutions, community halls, and pastoral colleges that reached 3,833 youth, including 2,324 females and 1,509 males.

Three on-site meetings with religious leaders in six LGAs explored internship placements for trained YAs. Based on LIFE's IC4P workplan, internships were intended to provide Muslim and Christian YAs with an opportunity to serve in a community representing the other's faith and then share experiences with other YAs. However, resistance from both Christian and Muslim leaders prevented the internships from taking place. In place of internships LIFE facilitated multiple visits of Christians to Muslim faith communities and vice versa.

Three community dialogue sessions coincided with the International Day of the African Child celebration. The sessions focused on promoting peaceful coexistence and mutual respect, and the role and responsibilities of each level of government. During the sessions, participants also discussed which skills are necessary for community leaders and members to promote peace within their communities, which according to the participants, led to resolution of communal crises.



*Kingsley Uchendu, a Youth*



YAs conducted four awareness-raising sessions of 1.5 hours each in four out of the six LGAs. The event took place during International Youth Month, with the theme “Youth power for a peaceful community.” The session also included a paper presentation on this theme. One of the highlights of the event was interviewing two YAs who explained how they were impacted by LIFE’s 3-day training for YAs. LIFE’s Final Report to YSF claimed:

*[A female YS]...said that prior to the 3 days’ training workshop for the training of youth as peace ambassadors, she always avoided Christian because she felt they were barbaric, rigid, close-minded and unfriendly but during the workshop and after she realized that Christians are one of the best people in the world, she made a lot of Christian friends and won’t mind getting married to a Christian. She appreciates the fact that the workshop has enabled her to improve her skills in effective communication, negotiation and tolerance. Mr. Kingsley said he had never had a Muslim as a friend in his life but the workshop was the first time ever he would make friends with Muslims. (LIFE’s YSF Final Report, 2016)*

**To what extent were the project activities implemented adequately?** LIFE’s IC4P program activities appeared adequately implemented. Despite many challenges, the project was able to achieve most of the targets set in the YSF contract. Project implementation followed the project objectives and each activity’s outcome corresponded with an objective of the program. However, the quantity and frequency of activities changed during implementation. The degree to which LIFE exceeded or fell short of targets agreed with YSF is displayed in the table above titled, Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee’s Final Report and Evidence. Sixty-two YAs completed the 3-day training, going beyond the 60 agreed in the YSF contract (Output 1.1). For Output 1.2, the target was for 60 YAs to sensitize 3,000 young people in six LGAs on the importance of intercultural learning. Yet LIFE reported that the 61 YAs reached 3,833 through their outreach activities.

**To what extent was the participation of youth beneficial and meaningful for them and for the project?** The intention was for program implementation to be youth-led, by 18 to 35-year-olds. Nearly all the participants mentioned that youth both designed and implemented the program (YP LIFE Interviews, 2018). Following the program design, 62 Youth Ambassadors (YAs) completed 3-day training on intercultural learning and peaceful coexistence, and in turn they led the step-down training to sensitize young people in six LGAs in Lagos. Findings from the FGDs indicated that LIFE’s IC4P program was youth-centered and youth-led, as all program activities were led by YAs. The following YA expressed this emphatically:

*The program was made for the youth, participated by the youth and impacted the youth. All that happened from the beginning of the group sessions or training the youth ambassadors to going out, to meet peoples, training other youth people and you on your own going back there to impact the group is all youth involved and it still boils back to we right now see impacting our youths in our various world. So it was made for the youth, run by the youth, and impacted the youth (Youth Ambassador, 32, Male, Lagos, Nigeria (NLIDT32M, YP LIFE FGD, July 11, 2018))*

YAs’ participation in the project was both beneficial and meaningful to them and the project. The program helped youth change youth mindset and how youth relate with people of other religions. YAs existing skills and unique position were well leveraged to expand the



experiences of other youth, pass on transferable skills to other youth, and informed and strengthened their commitment to peacebuilding. One YA stated,

*Youths actually improved the project impact because youths are the, let me say, they're the drivers of the economy so their energy, their ability to talk, their ability to move would actually help to spread this news and spread the program very far. Outreach will increase and the program impact will also increase (U. Ibe, Youth Ambassador, 26, Female, Nigeria (YP LIFE FGD, July 11, 2018))*

**To what degree did the project vary in involvement and effects with regards to women vs. men/ girls vs. boys?** LIFE's IC4P project trained 32 young female YAs and 26 young male YAs. The IC4P project appeared to reach 36,691 youth, 52% whom were female and 48% males. The ratio of men to women in LIFE's IC4P program showed a high degree of gender balance throughout the project, and had a positive effect on the activities. The female and male participants were able to approach female and male Muslims respectively due to cultural and religious sensitivity in the community.

**How were children involved or impacted?** Youth between the ages of 18-35 were the direct target of the project. However, in Nigeria it is common for children to gather during community programs. YAs mentioned that the IC4P reached children indirectly through their program activities, including community sensitization initiatives. However, reports did not count children. It seems very likely that some of the 18,185 counted as youth participants in outcome 1.2 were actually children under the age of 10. The June 16, 2016 community dialogue session coincided with the International Day Of the African Child celebration. The event speaker highlighted that children are of those most affected by conflict and crisis (LIFE's YSF Final Report, 2016).

**What was the Project's Peacebuilding Impact?** LIFE's IC4P program had impressive peacebuilding impact using limited resources and reached large numbers of people in a short period of time.

***"The program has really changed my mindset about people, about individuals, about other people's religion and other people's tribe. So I have learnt that we need to be tolerant and we need to do things together despite other people's religion and other differences."***

~NLIMO24F, Youth Ambassador (FGD, July 12, 2018)

- Ninety-four percent of participants stated that LIFE's IC4P program had increased their knowledge of intercultural learning, as well as how to work to reduce violence and promote peacebuilding through dialogue and engagement in their community (YP LIFE FGD, July 2018).
- LIFE's YSF Final Report recorded that YAs had positive influence through the awareness-raising orientation sessions as clergymen from Islamic and Christian backgrounds showed improved relationships and dialogue during these sessions.
- Nearly all project FGD and KII participants interviewed stated that the program improved their knowledge and awareness of intercultural learning and peaceful coexistence).
- YAs were inspired and motivated by the impact and extensive reach they had through their community awareness raising sessions. Kingsley Uchendu, a 33 year old male Youth Ambassador, expressed, *"On our own we had step-down sessions where we were able to reach more than hundreds of people. We can't even number because we kept spreading the message. In our own local government and across"* (YP LIFE Interview, July 11, 2018).
- The YAs acquired skills relating to tolerance, negotiation, and effective communication. One YA stated,  
*...Through the workshop I've learnt to tolerate people. I've learnt to forgive easily. And forgiveness is key to everything in the world. People who hurt me knowingly or unknowingly, I learnt through the workshop to tolerate people and to forgive because if I don't do that, there will be conflict.* (C. Uchendu, Youth Ambassador, 30, male, Nigeria (YP LIFE FGD, July 11, 2018)).
- The SPOTLIGHT below offers impressive examples of the degree to which YAs learned to respect people of other faiths through the IC4P project.

### ***SPOTLIGHT: A Christian and a Muslim Youth Learn to Respect the Other's Faith***

*...Well, before now I used to think that the Muslims are barbaric and that they are this lousy kind of people. I don't just like them. There is this particular neighbor of mine, anytime I'm always singing Christian music is always that time he is always saying "you people are making noise o", when they want to go and pray in the morning they will wake-up everybody in the compound. U will just know that they've woken up but with the training and everything funny enough in that training there were many Muslims. They paired us in groups, we did group sessions together, we brainstormed and everything. I later got to know that they are not really like that. With time I even started learning how to sing Muslim songs and the man was even surprised to hear me sing their songs. I finally got to understand them and to accept and tolerate them.*

A Youth Ambassador, 19, female, Nigeria (NLIBA19F, YP LIFE FGD, July 11, 2018)

*...Ordinarily I wouldn't want to go church because I am a Muslim, but after the program, I see that I have a better understanding of people around me. I mean the Christians, I feel ok, we are one. I can actually go to church - even if I am invited for any program I can go to church, I can actually invite my friends to mosque if we have programs too. I have a better understanding of the other religion which is Christianity, so I can relate more with my Christian friends unlike before.*

M. Opeyemi, Youth Ambassador, 24, female, Nigeria (YP LIFE Interview July 14, 2018)

**Factors Helping Improve the Project's Peacebuilding Impact.** Both internal and external factors helped improve the project's impact.

1. *The dedication and commitment of the young peacebuilders helped improve the impact of LIFE's IC4P project activities.* The youth peacebuilders were in the driver's seat.
2. *The project's community dialogues and sensitization sessions drew attention to the project and helped promote the project in a way that helped benefit other activities.*
3. *The remote coaching provided by YSF's Project Coordinator helped LIFE overcome project implementation challenges and improve impact.* LIFE mentioned this in their YSF Final Report and in their response to the YSF Key Stakeholders survey.
4. *The cooperation of religious groups, institutions, and community leaders played a significant role in improving the project's peacebuilding impact.* These partners were very effective in mobilizing young people in their church or other religious gatherings.
5. *LIFE's IC4P project leveraged some key activities by linking them to celebrations such as International Youth Day and the International Day Of the African Child.* This created significant awareness of their program activities.

**Factors Hindering the Project's Impact.** Both internal and external factors hindered the implementation of the project.

***Internal factors.***

1. Reducing the number of planned program activities - for example, the dialogue sessions from three to two, and the awareness-raising sessions from four to two - to enable the project to remain within its budget.
2. A total of 62 YAs took part in training, but not all demonstrated commitment to carrying out project activities. Some of the YAs could not meet their target of holding at least four awareness-raising and orientation sections.

***External factors.***

1. Due to increasing economic challenges, community members and young people were engaging in economic activities, with limited time for other development-oriented activities.
2. In the work plan, YAs were to conduct internships at faith-based organizations, but resistance from religious leaders prevented internships from occurring.

## **Recommendations for This and Similar Projects**

Based on the findings of the evaluation, the following are recommendations for this project and similar projects in the future:

**Increase youth participation from project conception through completion and followup.** In particular, youth should be involved in program planning and design to increase their participation and ownership. If young people are involved in the program design and planning, they are more likely to play a key role in program activities.

**Increase collaboration with religious institutions.** Similar projects should leverage existing religious structures, as they played a significant role in the success of this project. Similarly, the Independent Progress Study on Youth, Peace and Security highlighted that organisations should, *“invest in youth peacebuilding work focused on promoting positive, non-violent and gender-equitable masculine identities that challenge restrictive social norms, including by working with traditional and religious leaders”* (Simpson, 2018, p. 115).

**Engage and expand stakeholder relationships early on.** Involving key stakeholders at the program planning and design stage is recommended to increase buy-in, improve support during implementation, and broaden program reach.

**Develop a sustainability process within the project.** Improve sustainability by allowing knowledge, experiences, and skills gained by the YAs to help contribute to LIFE’s vision and objectives in an ongoing manner.

**Improve collaboration with government, relevant local agencies, and existing community structures during implementation.** This will create opportunities to leverage existing government interventions and community mobilization initiatives.



# **CAMEROON: Action Foundation Common Initiative Group (AFCIG)**

## **The Youth Peacebuilding Context in Cameroon**

The Anglo-French partition of the German protectorate of Cameroon in 1916, immediately after the defeat of the Germans, created separatist nationalist aspirations and movements in the two territories with shared aims of reunification. With these reunification goals achieved at the Fombrun Conference from 16–21 July, 1961, it soon became obvious that the cultural, social, political, and religious divides between the two linguistic groups were more fundamental and difficult to bridge than was initially thought (Fanso, 1999). Today, these two linguistic groups remain distinct and largely uncompromising, with the people of each community firmly attached to their culture. The same applies to followers of the two major religions in Cameroon: Christianity and Islam. Communities experience the manifestation of this



divide in both soft and more extreme ways on a day-to-day basis. It ranges from the refusal of some Anglophones to speak French and vice versa, to calls for secession by Anglophones and Boko Haram attacks in the North. Although Cameroon prides itself as being 'Africa in miniature' due to its diversity, these divides have made youth cohabitation difficult.

Since the independence of Cameroon its youth population has been on the increase, with young people constituting approximately 79.28% of the population (MINJEC, 2015, p. 3). The recent Boko Haram insurgency in 2014 and rise in violence and insecurity across the national territory has been a major concern to young people, as many have been victims of violence and radicalization, or recruited by violent extremist groups fomenting violence. The Boko Haram insurgency in the extreme north of Cameroon and the current Anglophone crises have become major challenges. Nevertheless, despite this increasing violence, young Cameroonians have engaged in peace advocacy through civil society movements and are substantially contributing to the building of a peaceful country and a favorable environment for sustainable development. The recently adopted UNSC Resolution 2250 (2015), which calls on government and development stakeholders to support youth participation in peacebuilding, has strengthened and legitimized this youth engagement (Achaleke, 2017).

## Project Overview

**Project Description.** AFCIG's One Cameroon (OC) project sought to promote tolerance, respect, and acceptance of diverse cultures and religions by Cameroonian youth as a path toward peaceful coexistence. YSF granted AFCIG \$19,935 in 2016 to complete the OC project between May and November 2016.

This project trained 72 Youth Peer Educators (YPEs) to promote peace and cultural and linguistic tolerance between Anglophone and Francophone communities, as they have been a major source of intolerance, violence, and insecurity in Cameroon. Through face-to-face interactions, social media, and mass media actions, YPEs engaged in grassroots and community action promoting unity, tolerance, and peaceful coexistence primarily amongst youths from all backgrounds; including Anglophones and Francophones, Muslims and Christians, and other minority groups.

**Project objectives.** To attain the set goal, OC pursued the following two objectives agreed with YSF in their February 2016 Project Work Plan (Annex II of UNAOC contract):

1. *"Increase the capacity of young male and females from both Francophone and Anglophone cultures and the Christian and Muslim religions in Bamenda, Douala and Yaounde to act as promoters of religious and cultural tolerance among youth and Cameroonians and highlight the strength of their country's diversity"* (YSF Annex II Detailed Project Workplan, 2016).
2. *"Increase tolerance to different cultures and religions amongst Cameroonian youth especially with respect to the Anglophone/Francophone cultures and the Christian/Moslem [sic] religions through mass sensitization"* (YSF Annex II Detailed Project Workplan, 2016).



## Applying the Methodology with Project

**Summary of Evaluation Methodology.** This evaluation used both quantitative and qualitative techniques, including, unstructured key informant interviews (KIIs), semistructured focus group discussions (FGDs), review of key documents gathered from YSF, implementing partners, and YPEs. Data from FGDs and initial KIIs helped guide KII selection. Unstructured KIIs took place with four YPEs. Participants gave consent to interviews being recorded. They also gave permission and their contact details for follow-up, in order for the project team to obtain evidence, information, pictures, and videos through emails and WhatsApp. YPEs who could not participate in person took part in recorded interviews by phone, after they had given consent for recording. Since distances and availability made it challenging to meet some of the participants face-to-face, contact was also made through phone calls, WhatsApp, and email.

With regards to research ethics, the evaluator informed participants of:

- the aim of the research and its purpose;
- their rights to decline to participate and to withdraw from the study at any time;
- potential risks and prospective research benefits;
- confidentiality and privacy terms, including how their data will be used, what will be done with case materials, photos, audio, and video recordings;
- and whom to contact in case of follow up questions and feedback.

The Data collection process, analysis, and writing was overseen by the Local Evaluator who recruited two assistants, Binla Lambert and Ekoko Caroline Subi, who administered the interviews and facilitated the FGDs. The evaluation team shared consent forms with all participants, and those who were interviewed by phone gave their consent verbally. The evaluation team asked for participants' permission to record interview sessions.

**Summary of Limitations.** Time and financial constraints limited the amount of data that could be collected, who could be accessed for KIIs and FGDs, and the detail of analysis. It was not possible to conduct research in all areas where project beneficiaries were residing due to time constraints and the security situation in the country. Therefore, four participants took part in interviews over the phone. Time, insecurity, financial constraints, and a lack of access to 10 out of the 28 expected participants limited the evaluation. The Local Evaluator's relatively limited experience lead to unauthorized adaptations of the methodology, including, allowing 18 participants in one FGD, conducting unstructured rather than semistructured KIIs, and not conducting FGDs and KIIs in Yaounde, which was significantly more secure.

## Quantity and Quality of Data Collected

**Quantity of Data Collected.** Overall, 18 participants of the 28 expected to attend the FDGs were present, and evaluators selected six interviewees from the list of 60 YPEs and other key stakeholders involved in the project. Twenty-three participants were YPEs, and one was a project stakeholder. The stakeholder was a Muslim community leader. Additionally, Dr. McGill interviewed via Skype Wise Nzikie Ngasa, the Project Manager and Director. Evaluators conducted seven semistructured KIIs with two individuals in face-to-face meetings, four via phone calls, and one via Skype. The evaluation team conducted one semistructured FGD with 18 YPEs, and one further sub-FGD with four YPEs from the larger group in order to evaluate collective feedback, understanding, experiences, and personal impressions of the project. These two FGD activities lasted for approximately 1 hour and 20 minutes.

A total of 18 project beneficiaries took part in the FDGs and two interviews in Bamenda, which was the main implementation location. Twenty youth participants and resource persons were able to meet in Bamenda despite the challenges of insecurity in this area in particular, and in the country as a whole. Evaluators conducted four interviews over the phone with four participants from Yaounde, Dschang, and Douala. Data collection activities took place in Bamenda, Douala, Dschang, and Yaounde, being the implementation locations.

**TABLE: Evaluation Participants by Type, Gender, and Evaluation Method Used**

	Youth		Other Stakeholders		total	total	ALL TOTAL
	M	F	M	F	M	F	M&F
<b>Cameroon: Action Foundation Common Initiative Group (AFCIG)</b>							
FGD Participants	11	7	0	0	11	7	18
Interviews	4	2	1	0	5	2	7
Surveys	2	0	0	0	2	0	2
<b>AFCIG Totals</b>	<b>17</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>18</b>	<b>9</b>	<b>27</b>

**TABLE: YPE Participants by Gender and Evaluation Method Used**

	Male (M)	Female (F)	Total
FGD	11	7	18
IV	4	2	6
<b>Totals</b>	<b>15</b>	<b>9</b>	<b>24</b>

## Findings

The project was implemented in Bamenda, Douala, Dschang, and Yaounde to address two main objectives: to equip youth as promoters of religious and cultural tolerance and highlight the strength of Cameroon's diversity, especially with respect to Anglophone and Francophone cultures, and Christianity and Islam. All 18 FGD participants stated that they shared their OC work on the ground on their personal Facebook pages. Participants also reported that they had actively engaged with their social media followers to sensitize them to the importance of cultural tolerance and peace in Cameroon through well thought-out messages including fieldwork photos and flyers from AFCIG.

Each of these objectives and associated activities are highlighted in the figure below. The findings section below presents these activities and the level of youth participation in more detail.

**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

**TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee's Final Report and Evidence**

(View table on following page.)

Cameroon: AFCIG	YVSF Contract	Claimed																	Reach % Change	Engagement Depth	Engagement Score					
		People to Reach					People Reached															TOTALS				
		Units	Y	A	C	All	Units	FY	MY	ALL Y	FA	MA	A	FC	C	C	F	M					All			
KEY: n = no claim made, F = female, M = male, Y = youth 18-35, C = child 0-17, A = adult over 35 * = claimed on final report																										
YVSF Grant \$19,934 Actual Cost \$19,959		Units	Y	A	C	All	Units	FY	MY	ALL Y	FA	MA	A	FC	C <td>C<td>F<td>M<td>All<td>All</td><td></td><td></td><td></td><td></td><td></td></td></td></td></td>	C <td>F<td>M<td>All<td>All</td><td></td><td></td><td></td><td></td><td></td></td></td></td>	F <td>M<td>All<td>All</td><td></td><td></td><td></td><td></td><td></td></td></td>	M <td>All<td>All</td><td></td><td></td><td></td><td></td><td></td></td>	All <td>All</td> <td></td> <td></td> <td></td> <td></td> <td></td>	All						
Outcome 1 Increase capacity of youth from Francophone & Anglophone cultures & Christians & Muslims in Bamenda, Douala, & Yaounde to promote religious & cultural tolerance & highlight strength of Cameroon's diversity																							O1 total	440		
Output 1.1 60 Youth Peer Educators (YPEs) trained to have the capacity to promote the strength of their country's diversity, religious, & cultural tolerance among youth & other Cameroonians																										
Act.1.1.1 Recruit & select 60 YPEs to act as peer educators on tolerance & importance of Cameroon's language, heritage, & religious diversity																										
Act.1.1.2 Meetings to review & update training materials by AFCIG team						0																				
Act.1.1.3 Outreach making women, marginalized youth, & persons from diverse cultural & religious backgrounds & minorities aware of the opportunity.	n	n	n	n			n	29	31	60	0	0	0	0	0	0	29	31								
Act.1.1.4 3-2-day workshops for 20 YPEs each on developing peace & tolerance messages & conducting debates & mass outdoor sensitization campaigns	3	60	0	0		60	3	21	19	40	0	0	0	0	0	0	21	19	40	-33.3%						
Outcome 2 Increase tolerance of different cultures & religions amongst Cameroonian youth (especially Anglophone/Francophone cultures & Christian/Muslim religions)																							O2 total	72,896		
Output 2.1 1000 posts/tweets on peace, religious & cultural tolerance made on social media																										
Act.2.1.1 Peer educators use Facebook, Twitter & text messages to spread messages of peace, unity, tolerance & acceptance of both Francophone/Anglophone cultures & the Christian/Muslim religions						0																				
Act.2.1.2 Provide internet airtime to 60 peer educators for online sensitization activities																										
Act.2.1.3 Monitor achievement of this output & of each activity (*2,500 FB likes 50k views)	1,000	0	0	0			1,000	0	0	0	0	0	0	0	0	0	0	0	0							
Output 2.2 Bulk messages on peace, religious & cultural tolerance sent out to 3000 youths																										
Act.2.2.1 Text messages on peace, religious & cultural tolerance sent to 3,000 youths	40	3,000	0	0		3,000	40	0	0	1,500	0	0	0	0	0	0	0	0	1,500	-50.0%						
Output 2.3 TV spot promoting religious & cultural tolerance broadcast 60 times on national TV																										
Act.2.3.1 Produce TV spot defending religious & cultural tolerance amongst youth						0																				
Act.2.3.2 Broadcast TV spot on national TV	60	0	0	0			60	0	0	0	0	0	0	0	0	0	0	0								
Output 2.4 Music promoting religious & cultural tolerance broadcast 100 times on local radio																										
Act.2.4.1 Produce music defending religious & cultural tolerance amongst youth						0																				
Act.2.4.2 Plan meetings to develop outreach plan																										
Act.2.4.3 Broadcast music on local radio stations (*40k clicks 16k views)	100	0	0	0		0	200	0	0	0	0	0	0	0	0	0	0	0								
Output 2.5 72 radio debates promoting religious & cultural tolerance broadcast in 3 cities																										
Act.2.5.1 Select 50 youth rolemodels respected by peers to participate in radio programmes																										
Act.2.5.2 Broadcast 72 radio debates on local radio stations in 3 cities	72	50	0	0		50	72	22	28	50	0	0	0	0	0	0	22	28	50	0.0%						
Output 2.6 Over 2 million Cameroonians sensitized & educated to show cultural & religious tolerance on a daily basis																										
Act.2.6.1 Design & produce sensitization materials (banners, T-shirts, stickers, & posters)						2,000,000																				
Act.2.6.2 Transport for 60 peer educators conducting 15 public mass outdoor sensitization campaigns	15	n	n	n			15	27	22	49	0	0	0	0	0	0	27	22	49	-100.0%						
Act.2.6.3 Mass outdoor sensitization campaigns in churches, mosques, markets, & public places																										
Totals		1,290	3,110	0	0	2,003,110	1,390	99	100	1,699	0	0	0	0	0	0	99	100	37,199	-98.1%	TOTAL		73,336			
		% Female & % Male																			50% 50%					

**To what extent were project activities implemented adequately?** AFCIG implemented most of the project's proposed activities adequately, through a quality process aided by project recipients' enthusiasm and activism.

Firstly, the training manual developed by resource persons was of a high standard, and the process of shortlisting candidates for the 3-day training was transparent. Sixty YPEs were selected following a process involving advertisement, shortlisting, and interviews. The criteria used to select YPEs included willingness and inclination towards promoting tolerance and oneness, experience in peace promotion and peer education, availability to serve, and knowledge of the use of social media. They were selected through an online form for participants from Bamenda, Yaoundé, Douala, Buea, Limbe, and Dschang.



Also, resource persons conducted a 3-day advanced training course of 60 YPEs, so that they would have the capacity to promote the strength of their country's diversity, as well as religious and cultural tolerance amongst youth and other Cameroonians. One-hundred percent of FGD participants appreciated being equipped with knowledge and skills for the protection of young people. One of the YPEs shared how her work with AFCIG inspired her ongoing peacebuilding work and that of others.

*In the course of working with the dynamic Head; Ngassa Wise. I got inspired by the activities. ...at the level of my organisation I submitted a proposal to the Alumni Engagement Innovation Fund and I also called it One Cameroon Initiative but this one was to promote religious tolerance in Communities. So that my project was the only project in Cameroon that won the Alumni Engagement Innovation Fund in 2015 so I received a grant from the Department of State to do an activity like that related to the inspiration I got from [AFCIG's] One Cameroon project. (Christel Bay, YPE and Director of HOFNA, 32-year old female, Bamenda, Interview, July 15, 2018 (1:19-2:04)).*



**What did YPEs do?** YPEs created campaigns as a trained team and many others individually, during and immediately after the training in their different communities through various avenues and platforms (such as bike riders, journalists, university students, bloggers, and disabled persons). It should be noted that AFCIG occasionally followed up and supported their active engagement, which included providing advice to participants and assist them in designing postproject activities. The following are details of the activities:

- One-hundred percent of the YPEs agreed they had completed various social media campaigns, posting at least four times a day, as well as engaging youth on their posts across different social media platforms. The YPEs who participated in the FGD rated the social media activities as very transformative. YPEs evaluated noted that three radio debates raised awareness of the importance of cultural tolerance and peace and included a resource persons who they felt was a local expert on the theme. Some of these radio presenters were part of the YPE training program and oriented all of their programs towards cultural tolerance and peace. These received a very positive reaction and level of engagement from the public.
- Following the project, the artist and those involved in the songs and poems also carried out training to help youth write music and poems which reflect cultural tolerance and peace, particularly in present-day Cameroon. One YPE resource person extended this poem writing exercise into her organization, which has helped her win other awards and receive a lot of recognition.
- The YPEs from Muslim communities helped to raise awareness among young people - especially during meetings - through the pasting of stickers on members' books and phones and having individual talks on the subject matter.
- The disabled community created an outdoor slogan campaign and videos with sign language users to promote messages of non-violence, tolerance, and peace.

**Were expected results and specific objectives achieved satisfactorily?** As well as these successes, other results showed greater impact in terms of achievements:

- Implementation of the 3-day training for potential YPEs from some regions (Bamenda, Yaounde, Douala, and Dschang) was successful, equipping young people with skills and knowledge on cultural tolerance, peacebuilding, interfaith harmony, and advocacy for UNSCR 2250 (2015). All evaluation participants showed great interest in and commitment to continuing the process of engaging and motivating their respective communities. The YPE's zeal to continue engagement was clear during the FGD even though they had reservations and recommendations for rebranding of project name given the escalating tensions in the country. However, they highlighted a need for more knowledge and skills to continue to cope with emerging situations at the community level.
- Trained YPEs conducted a range of activities, such as interfaith dialogues, which led to young people learning about other cultures and religions. Young people with exposure to different religions understood the issues faced by religious minorities when other groups do not tolerate or respect them. They learned about commonalities among people of different faiths and religions. Some participants gave specific examples of how after the training they had interacted with people of other religions in their communities.





*Disabled community using the Women's Day celebration in Cameroon to interact with people of other religions as well as sensitize them to religious and cultural tolerance Source: Veronica Ngum Ndi impact evidence photo gallery*

- Policy makers heard young people, their challenges, and their efforts to build cultural tolerance and peace and were sensitized on addressing their needs in peacebuilding processes. Unfortunately, AFCIG and other partners' persistent advocacy and lobbying efforts to prompt action from policy stakeholders was fruitless. However, thanks to awareness-raising campaigns such as those by AFCIG, the country's challenges are now increasingly being attributed to governance issues (YPs AFCIG FGD, July 13th, 2018).
- The YPEs played an important role in engaging youth where they are frequently found: on social media. They engaged youth through AFCIG's web page and through their individual social media pages across different platforms, with some posts receiving up to 17,000 views and hundreds of comments and reactions.
- YPEs were, and still are, instrumental in their communities. All of them carried out and continue to implement outdoor and indoor sensitization activities in meetings, school campuses, taxis, and social media, among others, with changes in tone and messages due to the present crisis in the country.



Images of some of the post-training activities undertaken by YPEs ([Facebook.com/AFCIG/](https://www.facebook.com/AFCIG/))

**To what degree did the project vary in involvement and effects with regards to women vs. men/ girls vs. boys?** Due to the increased advocacy of the UN and similar organs in the fight for gender balance and equality, the project made it possible to involve women and men at a balanced level. The project had mixed participation of female and male YPEs to an almost equal number of 29 females and 31 males. They came from different cultural and religious backgrounds to make sure problems related to intercultural tolerance in these different communities were well understood and brought to the forefront.

It should be noted that women conducted more postengagement activities than men with regards to tolerance, and they provided more impact evidence than their male counterparts. Activities completed by YPEs from the Muslim communities and women from the disabled community were notable. All in all, the activities of both genders were impressive, but those by female participants particularly stood out in terms of their level of engagement.

**What was the project's peacebuilding impact?** The project trained 60 YPEs to be peacebuilding agents in their communities, in the domain of intercultural and religious tolerance amongst minority communities; to increase the exploitation of the best that both Francophone and Anglophone cultures have to offer; and to increase tolerance of different cultures and religions amongst Cameroonian youth, especially with respect to Anglophone and Francophone cultures and Christianity and Islam. Furthermore, the project had a multiplier effect on YPEs who were active participants in the training program. YPEs involved other youth in their individual and organizational initiatives to help foster inter religious and cultural tolerance within Bamenda communities. Many YPEs and other youth they involved engaged in community actions including protest and advocacy for peace as recounted by some of the YPEs.

***The YPEs developed robust strategies to empower others to join them in activities, improving cultural and religious tolerance and peace in their various communities.*** The input of the various stakeholders in the community was crucial; especially the resource persons with in-depth knowledge of promoting cultural tolerance and pluralism. Outdoor, radio, and social media campaigns - along with individual meetings with young people from different communities including the Okada parks, market areas, school campus meetings, seminars, public events, and social media platforms - involved other youth in this process in their communities. The majority of FGD participants claimed that these activities helped change their views about tolerance in the community.

***“After the training my view on Muslims changed as I used to look at them as a very bad set of people”***

~Pride Yanu, YPE, Artist, 31 years old, Male, Bamenda City  
(YPs AFCIG FGD, July 13th, 2018)

***Every YPE claimed they were committed to actively and sustainably remaining involved in carrying out activities which foster cultural tolerance and sensitizing communities on cultural tolerance and peace.*** This falls in line with the implementation of UNSCR 2250 (2015), for a provincial Youth Peace Policy and grassroots activism to promote interfaith harmony, pluralism, and nonviolence. It will also help prevent young people from becoming radicalized by armed groups through peer education and intergenerational dialogue.

Similarly, YPEs carried out individual campaigns to boost the level of cultural tolerance in their different communities, especially in communities composed of disabled and minority individuals such as the *mbororos* (Muslims). There was considerable use of poetry and songs to reach a large number of people.

YPEs also ran multiple campaigns as a group and individually after the training, to raise awareness of the importance of cultural tolerance and peace. Social media campaigns were most prevalent, as young people in Cameroon are becoming very adept at using these platforms. One of the online social media campaign videos reached 17,000 views. This was also the situation with views on one of the Facebook posts; not to mention the comments and reactions on AFCIG’s official Facebook page and the YPEs’ different social media platforms, such as Twitter. There were also examples of those who followed them during the campaign being trained by other AFCIG YPEs. These campaigns contributed to promoting conversations on tolerance and peace amongst youth. Project inputs may have assisted in moving the present crisis to being more concerned with political stakes rather than divides between groups. All FGD YPEs pointed out that the project had a good impact on their communities amidst the present political upheavals.

**Factors Helping Improve the Project Peacebuilding Impact.** Both internal factors and external factors helped improve the implementation of the project:



### ***Internal factors.***

1. *The zeal and enthusiasm of YPE participants:* One major influence on the program was that the project implementers selected youth participants who were committed and had a community ready to work and share acquired knowledge with. All evaluation participants and resource persons that the evaluation team met, including a leader in the Muslim community and the YPE who is the Director of HOFNA, demonstrated good mastery of the project. They recommended that the project should continue, showing readiness to take part if the project is reinstated. They believed they had a good grasp of strategies for better implementation of projects around intercultural and religious tolerance.
2. *The project team was entirely youth-led,* making it easy for the team to design a suitable training strategy and connect further with the participants.

### ***External factors.***

1. *Local community institutions and other civil bodies the implementers worked with provided support.*
1. *Increased social media use among Cameroonian youth.* The usage of social media in Cameroon has grown tremendously, especially among youth who are adept at using these platforms. This is why social media activism and sensitization was a top priority from the beginning of the project. One-hundred percent of the 18 YPEs and six IVs who attended the evaluation stated that the training had empowered them with social media and communication skills, which had helped them engage their audiences and public effectively on the importance of cultural and religious tolerance.
2. *Affordability of social media in Cameroon.* Another advantage of the project was the fact that even 250 FCFA permits online access for at least a day in Cameroon. This made the social media campaign more effective, from an affordability perspective.
3. *The theme covered was very relevant to the community,* as 60% of the YPEs were from English-speaking regions which are facing escalating violence due to cultural and linguistic differences.
4. *High-level expertise of resource persons.* Most of the resource persons engaged for the project had good mastery and experience in their specified domain. Evaluation participants attested to this, as they all listed skills they were empowered with. One of the resource persons also expressed support for the training, claiming it motivated them to do further research into the subject matter.

**Factors Hindering the Project Impact.** Both internal factors and external factors hindered the implementation of the project.

### ***Internal factors.***

1. *The project lacked the capacity to effectively monitor, evaluate, and follow up the impact of the project.* Not all of the YPEs trained demonstrated commitment to share their acquired knowledge with their communities.
2. *Limited resources to include a wider audience from the suburbs or local communities.* One of the recommendations given by the evaluation participants was that a wider audience from the local communities should be involved so as

to boost impact. With the resources planned for the One Cameroon project, only 60 YPEs could be trained.

3. *Expectation of reward for cooperation.* Some YPEs said that if they could have been awarded a prize or compensation for the best results, it would have prompted more and better results. A competitive element could increase efficiency and output.
4. *Dissatisfaction of remuneration by some YPEs.* Some YPEs who attended the evaluation FGD and interview sessions expressed the view that the remuneration given to them was not satisfactory, as they had to sacrifice other activities to ensure successful project implementation.

**External factors.**

1. *The increase in violence and security concerns in the English-speaking regions of Cameroon hindered impact.* This was due to the fact that the term “One Cameroon” is considered taboo by militant groups in some regions.
2. *Too many bureaucratic bottlenecks.* Administrative obstacles to rolling out activities, especially in schools and other communities, slowed progress.
3. *Lengthy procedures to approve activities in some areas.* When plans were made with a time allocation, implementation was inappropriate because the approval time by the right parties took longer than expected.

## Recommendations for This and Similar Projects

The following recommendations are aimed at improving the impact of this project or similar initiatives in future.

**Improve communication on the impact of the project.** Effectively communicating the outcome of a project to a wider audience of churches, schools, and colleges would raise awareness among youth of the need for peaceful coexistence and intercultural tolerance.

**Strengthen follow-up and monitoring and evaluation of the project.** Implementers should track outcomes and ensure follow-up with participants after closure of the project. This would ensure sustainable impact, as well as providing measures to complete an impact evaluation after the short period of the project.

**Increase youth participation.** It would be very beneficial if many more young people could have the opportunity to participate and strengthen their capacity in peacebuilding and social coexistence. As noted in the Independent Progress Study on Youth, Peace and Security, “the aim should be to prioritize their participation in intercultural and interreligious dialogue to promote diversity, prevent violence and enhance social cohesion” (Simpson, 2018, p.113).

**Ensure an excellent process for selecting youth leaders selection.** This helps ensure selected participants have a ready community to impact after the training and are committed to sustaining the impact of the project.

**Provide additional financial and technical resources for project continuity.** This would encourage youth participation and facilitate their postproject commitment and engagement to local implementation and further use of acquired knowledge and skills.





# CAMEROON. Approches Locales pour le Développement Durable (ALDED)

## The Youth Peacebuilding Context in Cameroon

In Cameroon, youth aged 15 to 35 years old make up approximately 79.28% of the total population of the country (MINJEC, 2015, p. 3). Cameroon's burgeoning youth population face significant socioeconomic and political challenges pertaining to national security such as poverty, unemployment, and youth marginalisation. Population growth over the past several decades has made the Central African subregion one of the youngest regions in the world, and this is projected to continue. At the same time, violence and conflicts remain active in the region, and their influence has extended into a number of areas (Larsen, 2009, p. 6).

The capacity of Cameroonian youth to be autonomous social agents and their propensity towards gathering and forming associations provides them with both threats and opportunities in peacebuilding efforts. The threat is that young people have become victims of radicalization and are mobilized to participate in disruptive actions leading to conflict and violence, particularly as a by-product of entrenched and endemic social challenges (Larsen, 2009). In recent years, the escalation of extremist violence in the Northern region, English-speaking regions, and other parts of the country have ruptured Cameroon's celebrated peace. Nevertheless, research in Cameroon has shown that it is only a small group of youth involved in these violent activities (Achaleke, 2017).

Conversely, young Cameroonians are now perceived as agents of change and key actors in building and sustaining peace in Cameroon. Through civil society action, young Cameroonians have engaged in numerous efforts to prevent violence and transform their peers into ambassadors of peace.

## Project Overview

ALDED's initiative was aimed at strengthening religious understanding and constructive dialogue in Cameroon, especially among youth. The project aimed to develop a culture of interreligious tolerance and understanding in the young population of the Central, Southern, and Eastern regions of Cameroon. It defined young people as those within the age group of 15 to 35 years, in line with the Cameroon National Youth Policy (MINJEC, 2015). ALDED trained 72 out of expected 90 Youth Peace Ambassadors (YPAs) to serve as focal points on local conflicts arising from interreligious stigma and discrimination. ALDED conducted three workshops in three regions of Cameroon. Twenty-nine out of the 30 youths targeted for the first workshop attended in Yaounde.

**Project objectives.** To attain its goals, ALDED pursued the following two objectives:

1. To sensitize youth of 15-35 years of age in the three regional capitals of the Central, Southern, and Eastern regions on the interest and opportunities of religious, cultural, and ethnic diversity in Cameroon.
2. Identify, structure, and strengthen the capacities of young members of the National Youth Council on citizen watchfulness against interreligious stigma practices and behaviors in the three targeted regions.

## Applying the Methodology with Project

The evaluation adopted a mixed methodology, comprising a desk review of project material and social media sources such as Facebook, focus group discussions (FGDs), and semistructured interviews in French. Following data collection, the evaluation team translated interview transcripts into English to ensure proper interpretation and analysis of emerging findings.

Ethical principles were fundamental to this research. Considering that the data to be collected was very sensitive due to the context, evaluators developed a consent form, gave interviewees necessary information, and requested permission for participation in the interview.

With regards to research ethics, the evaluator informed participants of:

- the aim of the research and its purpose;
- their rights to decline to participate and to withdraw from the study at any time;
- potential risks and prospective research benefits;
- confidentiality and privacy terms, including how their data will be used, what will be done with case materials, photos, audio, and video recordings;
- and whom to contact in case of follow up questions and feedback.

The Data collection process was facilitated by Binla Lambert and Ekoko Caroline Subi who administered the interviews and facilitated the FGDs.

**Summary of Limitations.** Limitations during the evaluation of this project included a notable lack of qualitative data, inconsistency of information, and inability to contact the YPAs involved in the project. After receiving the list of training participants from ALDED, the evaluation team tried to contact YPAs. However, some claimed that they were not aware of the ALDED project, while in other instances there was a mismatch between the participant's name and their phone number. Finally, some dialled numbers were unreachable or no longer in service. This prevented the evaluation team from conducting FGDs with 27 of the overall 72 YPAs. The escalating violence in the English-speaking regions as a result of the linguistic and cultural divide made the evaluation process more challenging and sensitive. Many of the respondents were very reserved because the militia groups and government targeted people with contrasting views.

## Quantity and Quality of Data Collected

The major focus of the desk-based research was on activity reports and other related project material shared by ALDED. Fieldwork followed the desk review, and comprised four semistructured interviews with non youth participants including a radio presenter, two religious authorities, and a comic designer who participated in the project. One unstructured KII was conducted with François Amougou, the Project Manager and General Coordinator of ALDED, who was 38 years old at the time the YSF project was implemented.

**TABLE: Evaluation Participants by Type and Evaluation Method Used**

	Youth		Other Stakeholders		total	total	ALL TOTAL
FGD Participants	0	0	0	0	0	0	0
Interviews	0	0	5	0	5	0	5
Surveys	0	0	1	0	1	0	1
<b>ALDED Totals</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>

## Findings

ALDED implemented the project in regional capitals of Cameroon (Bertoua, Ebolowa, and Yaounde) to address two main objectives: to sensitize youth of 15-35 years of age in the Central, Southern, and Eastern regions on the interest and opportunities of religious, cultural, and ethnic diversity in Cameroon; and to identify, structure, and strengthen the capacities of young members of the National Youth Council on citizen watchfulness against interreligious stigma practices and behaviors in the three targeted regions. Each of these objectives and associated activities are highlighted in the figure below. The findings section which follows presents these activities and the level of youth participation in more detail.

**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

### Completed Activities.

1. Training of 72 National Youth Council communal leaders on conflict management techniques related to interfaith tolerance among youth, and on animation and youth outreach techniques in interreligious and intercultural dialogue. Thirty nine males and 33 females participated.
  - Development and dissemination of a bilingual cartoon strip to raise awareness among young men and women on interreligious stigma and discrimination. Printing of 1,000

copies of the comics, with 864 copies distributed to YPAs as advocacy tools (12 copies for each ambassador).

- Three radio roundtables organized between representatives of different religious faiths and local youth boards in target regional capitals on issues of religious tolerance in Cameroon. The broadcasts reached an estimated 23,000 listeners.

Following the information provided by the project implementers relating to the “NO Discrimination NO Stigmatization” Facebook page they created, the evaluation team found that the page did not reach the 11,000 people as claimed and that the information shared was not consistent with the original project plan. Upon visiting the page, evaluators discovered that some of the posts had few followers and reactions. The page had only 101 “likes” and 101 followers.

***TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee’s Final Report***

*(View table on following page.)*

Cameroon: ALDED										YSF Contract		Calmed														Reach % Change		Engagement Depth		Engagement Score			
KEY: n = no claim made, F = female, M = male, Y = youth 18-35, C = child 0-17, A = adult over 35										People to Reach				People Reached														TOTALS					
										Units				Units																			
										Y	A	C	All	FY	MY	All Y	FA	MA	A	FC	MC	C	All F	All M	All								
YSF Grant \$24,976    Actual Budget \$26,040										<b>Outcome 1 Sensitize youth from 15-35 of center, south, &amp; east regions on the interest &amp; opportunities of religious, cultural, &amp; ethnic diversity in Cameroon</b>																				<b>01 total 103,778</b>			
Output 1.1 Inform project stakeholders of project & mobilize; make operational plan available including stakeholder views & inputs													0												30	na	4	120					
Act.1.1.1 Information workshop & planning of project activities with different project stakeholders (leaders of National Youth Council, Administrations in charge of youth sector, civil society organization working with youth, religious authorities. Act.1.1.2 Draft operational plan										1	n	n	n	1	12	17	29	0	1	1	0	0	0	12	18								
Output 1.2 Organize 3 radio roundtables																																	
Act.1.2.1 Plan roundtables (content, sequence, topics)																																	
Act.1.2.2 Recruit roundtable participants through regional leaders in Christian & Muslim communities & National Youth Council													0											23,000	na	4	92,000						
Act.1.2.3 radio roundtables with representatives of different faiths & local youth boards in target regional capitals on religious tolerance in Cameroon										3	0			9	0	0	0	0	0	0	0	0	0	0									
Output 1.3 An exchanges group between youth active on Facebook																																	
Act.1.3.1 Create Facebook forum of est. 3000 youth exchanging on challenges & opportunities of religious, cultural & ethnic diversity													3,000											11,658	288.6%	1	11,658						
Act.1.3.2 Animate & monitor post quantity & quality, etc.																																	
Act.1.3.3 Plan sustainability of group										0	3,000			0	5,378	6,280	11,658	0	0	0	0	0	0	5,378	6,280								
Output 1.4 9 Streamers produced & placed on large Aves in regional capitals																																	
Act.1.4.1 Plan production & disseminating streamers in most frequented areas																																	
Act.1.4.2 Produce streamers on difference between principles of peace promoted by religions such as Islam & acts of religious extremism made by terrorist groups such as Boko Haram													0											0	na	1	0						
Act.1.4.3 Disseminate streamers in major cities										9	0			15	0	0	0	0	0	0	0	0	0	0	0								
<b>Outcome 2 Structure &amp; strengthen capacity of National Youth Council youth on citizen watchfulness against interreligious stigma practices &amp; behaviours in 3 targeted regions</b>																																	
Output 2.1 90 Youth Peace Ambassadors (YPAs) identified & trained in 3-day regional workshops on interreligious & intercultural dialogue & tolerance																																	
Act.2.1.1 Outreach to young leaders of National Youth Council regarding opportunity to participate in workshops													90												72	-20.0%	5	360					
Act.2.1.2 Identify/select participants																																	
Act.2.1.3 Train YPAs on conflict management related to interfaith intolerance among youth, animation & youth outreach in interreligious & intercultural dialogue										3	90			3	33	39	72	0	0	0	0	0	0	33	39								
Output 2.2 Develop & disseminate 1000 copies of a bilingual strip cartoon to raise youth awareness on interreligious stigma & discrimination										100	0	0	1,000	100	0	0	0	0	0	0	0	0	0	0	0	864	-13.6%	2	1,728				
Output 2.3 YPAs monitoring & managing conflicts arising from interreligious stigma & discrimination																																	
Act.2.3.1 Plan operation & missions assigned to YPAs													90												72	-20.0%	5	360					
Act.2.3.2 instal YPA focal points of units of citizen monitoring & conflict management from behaviors related to interreligious stigma & discrimination																																	
Act.2.3.3 Plan sustainability of YPAs										90	90			90	33	39	72	0	0	0	0	0	0	33	39								
<b>Totals</b>										206	3,180	0	4,180	218	5,456	6,375	11,831	0	1	1	0	0	0	5,456	6,376	35,696	1022.5%	TOTAL	106,226				
										% Female & % Male				46%		54%		0%		100%		na		46%		54%							



### **SPOTLIGHT: Reacting to the impact of the radio program**

*I believe that the debate came in a period when there were a lot of issues happening in and around Cameroon as regards violence/social crisis. In my own opinion I found the debate very interesting especially on the ideas on everyone who was on the panel as they all spoke in one voice and this again was another positive point as it was not a debate for the different actors to come and prove how best their religion and idea is. All was done unanimously in synergy and collaboration.*

Jules Elobo, radio program host and owner, Yaounde, Cameroon (Interview, 9th June, 2018  
(2:45 - 3:35))

**To what extent were the project activities implemented adequately?** While implementers completed all planned project activities, they did not meet all targets for each activity. For example, the 3-day training expected to involve 90 young people only trained 72.

**To what extent was the participation of youth beneficial and meaningful for them and for the project?** The project targeted young boys and girls as well as disabled youth from different religious and cultural backgrounds. The Project Coordinator was 34 years old upon execution of project. According to statistics provided in the project report, 52 YPAs engaged with youth in their community as part of their post-training engagement.

**To what degree did the project vary in involvement and effects with regards to women vs. men/ girls vs. boys?** Selection of project participants adopted a gender-sensitive approach. The project report highlighted the involvement of 33 female YPAs and 39 male YPAs out of a total 72.

**How were children involved or impacted?** The project's first and primary objective was to “*Sensitize youth 15-35 years.*” Therefore, they aimed to directly impact children 15 to 17 years old through their project. The project involved the sharing of comics in schools and radio debates. One of the respondent interviewed highlighted that it indirectly impacted children.

**What was the project's peacebuilding impact?** According to the narrative reports and data provided by the project implementers, 72 young people received training on religious and cultural coexistence and peace, and became YPAs in three regions of Cameroon. Selection of youth was inclusive with 33 girls and 39 boys; 35 Muslims and 37 Christians; 8 young people living with a disability; and 10 young people from an ethnic minority. Though the impact of the project cannot be confirmed with every participant who took part due to a lack of availability, the four KII sessions confirmed that the youth participants had acquired new skills.

*As concerns the project it was a good experience, because justly peace is a very important thing for any state and any person doing something to make sure there is peace should be applauded. To me it was a good experience and initiative (Imam Baba*

Moussa Muslim Community Head Radio Yaounde, 47 years old, Male, Cameroon, Interview, July, 2018).

I believe that the debate came in a period when there were a lot of issues happen in and around Cameroon as regards violence/social crisis. In my own opinion I found the debate very interesting especially on the ideas on everyone who was on the panel as they all spoke in one voice and this again was another positive point as it was not a debate for the different actors to come and prove how best their religion and idea is. All was done unanimously in synergy and collaboration (Jules Elobo, radio program host and owner, Yaounde, Cameroon, Interview, July, 2018).

Similarly, approximately 23,000 people listened to the radio debate which was organized during the project in the three regions. Findings provided in the narrative report indicated that 65 participants from the 72 regional workshops followed at least one broadcast in their area. This radio program sensitized the communities to peacebuilding, tolerance, interfaith understanding, and social coexistence.

Further to this, the narrative report also highlighted that communities in Yaounde, Ebolowa, Bertoua, and Soa University city were sensitized using 15 streamers (banners). These banners displayed messages of peace, tolerance, and social coexistence.

In line with the postproject activity by the YPAs, it was highlighted in the narrative report that 56 YPAs (of 72) had held feedback workshops with youth in their communities; two young people had participated in solving interreligious conflict in their communities; and all 72 YPAs had distributed awareness-raising materials made available to them.

Finally, schools and youth were sensitized on peace and tolerance through printing of 1,000 copies of the comics. The 72 YPAs distributed 882 copies of these books to schools in the three regions.

Four KII respondents claimed that the project provided them with knowledge and the opportunity to engage with youth and the wider community.

***“I received calls after the radio debate, people kept asking for such programs to be encouraged...”***

~ Jules Elobo Radio Host and Owner, 43 years old, Male, Yaounde, Cameroon  
(Interview, June 9th, 2018)

**Factors Helping Improve the Project’s Peacebuilding Impact.** Both internal and external factors were vital for the development of the project.

**Internal factors.** The fact that the project was implemented by a youth-led organization made it easier for the project team to connect with the participants. The implementing organization is a member of the Cameroon National Youth Council; this facilitated their access to other youth-led organizations and the government, and increased the opportunity to mobilize 90 youth from the three regions.

**External factors.** The project was youth-focused and therefore relevant, as violence strongly affects the majority of Cameroon's youthful population. The project took place at a time when Cameroon was facing an increase in hate speech and violence caused by the cultural divide. The influx of refugees in the Eastern Region of Cameroon made the security situation more tense, as there were instances of violence between the refugees and inhabitants of those regions.

#### **Factors Hindering the Project's Impact.**

**Internal factors.** The project team appeared to lack the capacity to effectively ensure sustainability of the project. This was evident in the poor monitoring and evaluation demonstrated in the project and was observed during the evaluation as project implementers had little documentation of project impact and no record of activities organized by YPAs after the project. The implementers did not ensure follow-up and tracking of the YPAs who participated. This was observed in the organizers not being able to contact the participants during the evaluation.

**External factors.** The participants selected for the training were not committed to ensuring the sustainability of the project. Evaluators were not able to track their activities following the project. The selected project participants were also not available to take part in the evaluation process. During the evaluation phase, over 90% of the YPEs were unreachable through the contact details they provided, while the 10% who were contactable were not available to participate.

## **Recommendations for This and Similar Projects**

In terms of ensuring successful implementation of that similar projects in future, six major recommendations were identified. They are as follows:

**Provide more opportunities for youth from different parts of the country to participate in such initiatives.** The problem of violence and cultural intolerance is a national problem. It is imperative in future to involve youth from all 10 regions of the country so that it will better represent diverse perspectives and maximise impact in more communities.

**Increase monitoring and evaluation capacity of the project's implementing organizations.** Project success and sustainability of impact would be improved by better monitoring and evaluation systems. Additional follow up and coaching by the donor to the grant recipients could increase the likelihood of more substantially tracking and documenting the project's impact.

**Effectively use social media platforms to communicate the results and impact of the project.** For a project of this nature, to indirectly empower and inspire a wider community of people, it is very important that the implementer uses social media platforms such as Facebook and Twitter to showcase project outcomes. Use of this strategy was inadequate, which accounts for the limitations in the success and sustainability of the project.

**Improve the selection process of participants.** Focus on rubrics and standards, to ensure that the selected participants have a ready community to impact after the training and are committed to sustaining the impact of the project.

**Make sure participants are kept in an active network.** Some participants reiterated the need to keep them in a close and active network so as to sustain the project impact and facilitate the evaluation phase. Future projects should include setting up of a participant's network, both a virtual or a face-to-face. The world has become a global village thanks to the internet; it can be exploited to keep participants close to project funders.

**Provide an online impact data entry form for all participants.** This will help project stakeholders to track change and impact of the project, especially during the evaluation phase. Collecting data through online platform would keep the data safer and easily accessible by others.



# STATE OF PALESTINE: Palestinian Center for Communication and Development Strategies (PCCDS)

## The Youth Peacebuilding Context in Palestine

The conflict between Israelis and Palestinians has been referred to as the world's most *"intractable conflict"*, and can be traced back to Jewish immigration and the sectarian conflict in Palestine between Jews and Arabs (Neal, 1995). Despite the long-term peace process, and

general reconciliation of Israel with Egypt and Jordan, Israelis and Palestinians have failed to reach a final peace agreement (Global Affairs Canada, 2018).

Youth (15-29 years) represent an estimated 30% of the Palestinian population of 4.82 million (PCBS, 2016). Despite representing a significant, growing population, youth remain largely disempowered, disenfranchised, and disenchanted in Palestinian society, with a high unemployment rate, low political representation, and feeling that their voices are not being heard in key decision-making processes (UNFPA, 2017).

The situation of youth in Palestine is complex, as they do not receive adequate attention and fail to occupy a central position in the decision making agenda. Youth as well as development specialists and academics, emphasize that young people are absent from the processes of decision-making, community development and participation in building peace and achieving security. The consequences of this situation has been reflected on society as a whole, with youth being the most affected at all levels, losing a multitude of opportunities to develop and enhance their role. (Interpeace, Palestine 2017).

## **Project Overview**

The “Friendship House” project promoted intellectual and cultural dialogue among Islamist secular and liberal young people in Palestine and aimed at opening doors for dialogue among young groups. The project’s two objectives were:

1. To improve Palestinian Islamist, secular, and liberal young people’s ability to open an effective dialogue to end the Palestinian divide.
2. To increase Palestinian Islamist, secular, and liberal young people’s opportunities to participate in Palestinian-Israeli conflict resolution.

## **Applying the Methodology with PCCDS**

Due to the study limitations listed below, the evaluation involved an extensive secondary desk review of available project materials and one Skype interview with the Director of PCCDS. Before the Skype interview, evaluators informed this key stakeholder of the purpose of the research. While explaining the related procedures, the evaluator secured the respondent’s consent and asked permission to record the interview sessions. Finally, the evaluator notified the participant on:

- his rights to decline to participate and to withdraw from the study at any time.
- potential risks and prospective research benefits.
- confidentiality and privacy terms, including how evaluators will use data, case materials, photos, audio, and video recordings.
- whom to contact in case of follow-up questions and feedback.



**Summary of Limitations.** One of the major limitations to the scope of this study was the difficulty in obtaining relevant project materials to support the evaluation. Evaluators were to contact beneficiaries, as the implementing partner had only provided phone numbers without country codes, despite several email follow-ups requesting guidance on appropriate Palestinian codes. As the telecommunications systems in the West Bank are dependent on Israeli or Palestinian infrastructure, efforts to use either +972 or +970 did not prove fruitful. Budget and time constraints, and inadequate beneficiary contact information provided by the implementing organization, hindered Young Peacebuilders from hiring an English to Arabic translator in time to engage with any available beneficiary. The limited capacity of PCCDS to communicate in English was a challenge for YSF during project implementation, reporting, and during this evaluation.

Additionally, the cultural and political tensions around the idea of *tatbia* or *normalization* may have been a reason for PCCDS not sharing contact information of project participants more freely. “Generally, the term refers to the act of having normal professional, economic, social and or cultural relations between Arabs and Israelis” (Rauch, 2011, p. 4). Sometimes Palestinians supporting peacebuilding efforts with Israelis resist being identified publicly for fear they may be accused of “‘normalizing with the Zionist enemy’ when they participate in people-to-people programs with Israeli Jews” (Rauch, 2011, p. 1).

## Quantity and Quality of Data Collected

Due to the limitations listed above, it was not possible to reach beneficiaries directly. Therefore the local evaluator relied heavily on the secondary data review of available project materials and one Skype interview with the Director of PCCDS, Jamil Derbashi.

**TABLE: Evaluation Participants by Type and Evaluation Method Used**

	Youth		Other Stakeholders		total		ALL TOTAL
	M	F	M	F	M	F	M&F
<b>Palestinian Center for Communication and Development Strategies (PCCDS)</b>							
Interviews	1	0	0	0	1	0	1
Surveys	0	0	0	0	0	0	0
<b>PCCDS Totals</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>

## Findings

The “Friendship House” project implemented in West Bank Palestine (Hebron area) targeted Palestinian Islamist, secular, and liberal young people and university students. This project intended to equip 50 student leaders of Al Quds Open University and Palestinian Technical College (Al Aroub) with intellectual and cultural dialogue skills, and also to hold 12 intellectual, cultural, and social dialogue sessions targeting 360 young people. The project also produced two booklets by young people on intellectual, social, and cultural dialogue, launched an interactive website, and held an anti-extremism youth national dialogue conference.

Student leaders supported Arab-Israeli conflict resolution through United Nations agreements and called for national unity and an end to political division among Palestinian leaders during intellectual, cultural, and social media sessions in 2016 (YSF PCCDS Final Report, 2016).

**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

**Completed activities.** Al Quds Open University and Al Aroub College implemented the preparatory study in partnership. This study had a random sample of 200 students (100 male and 100 female) under 35 years old (PCCDS YSF Final Report, 2016). Fifty-three young people (51% female, 49% male) attended a 1-day workshop by PCCD announcing pre-study results.

The project broadcasted 200 radio spots through Al Rabea Radio to mobilize community participation, as well as displaying 500 posters in Al Quds Open University and 500 in Al Aroub College. Below is a picture of the mobilization poster.

The project selected 50 young university leaders (48% male and 52% female) for the training, out of the 153 who had applied. This training took place in two locations over 4 days of 18 hours each; at Al Quds Open University from April 1-15, 2016 and in the Rural Development Committee Hall (for Al Aroub students) from April 16-30, 2016. During an interview, the PCCDS Director noted that 60% of young leaders trained had left the university after graduation.

Twelve intellectual, cultural, and social dialogue sessions took place at Al Quds Open University and Al Aroub College. Six of the 12 dialogue sessions were at Al Quds Open University; two in the Dura campus, two in the Yatta campus, two in the Hebron campus, and

the rest at the Palestinian Technical College in Al Aroub refugee camp. According to the PCCDS YSF Final Reporting the sessions had an attendance of 362; instead of 360 as planned in the YSF contract. The report also noted there were 122 secular university students (61 female, 61 male), 120 liberal university students (58 or 48% male, 62 or 52% female), and 120 Islamist university students (58 male 62 female).

Young people produced and issued two booklets on intellectual, social, and cultural dialogue through an editorial board of two Islamist students, two liberal students, and two secular students.

The final PCCDS report noted that Al Quds Open University and Al Aroub college had promoted the inclusion of the PCCDS intellectual dialogue course in the university curriculum system to ensure training of more student leaders in future.

The project launched a platform - [fadiabushanab.wixsite.com/mysite-1](http://fadiabushanab.wixsite.com/mysite-1) - for students and interested Palestinians to interact and post their opinions on dialogues. The plan was for nine students to administer this website, and an estimated 3,507 people had already had an opportunity to interact with it. However, the evaluator could not verify interactions with the website, as it could not be accessed at the time of the evaluation. The Director of PCCDS reported in a Skype interview that Facebook was used for further peaceful message interactions even after the end of the project.

The project also held a 1-day anti-extremist youth national dialogue conference with the aim of promoting intellectual, cultural, and religious dialogue among secular, Islamist, and liberal students. The dialogue involved 124 student leaders, of whom 60% were female and 40% male.



Poster mounted in Al Quds Open University and Al Aroub College

**TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee's Final Report**

(View table on following page.)

Palestine: PCCDS			YSF Contract		Claimed												Reach % Change		Engagement Depth		Engagement Score					
KEY n = no claim made, F = female, M = male, Y = youth 18-35, C = child 0-17, A = adult over 35, * = claimed on Final Report			People to Reach			Units			People Reached						TOTALS						Reach % Change		Engagement Depth		Engagement Score	
YSF Grant \$23,705	Budget \$25,560	Actual Cost \$25,560	Units	Y	A	C	All	Units	FY	MY	All Y	FA	A	M	All	AI	AI	AI	All	Engagement Depth		Engagement Score				
Outcome 1 Increased knowledge & skills among Palestinian Islamist, secular, & liberal young people, to open an effective dialogue to end the Palestinian split																							O1 total 3,457			
Act.1.1 Preparatory Evaluation				na	0	0	0	0	na	100	100	200	0	0	0	0	0	100	100	200	na	2	400			
Act.1.1.1 Conduct pre-study to determine the baseline																										
Act.1.1.2 Hold a 1-day workshop to announce the results of the pre-study				1	0	0	0	0	1	27	26	53	0	0	0	0	0	27	26	53	na	3	159			
Act.1.2 Media promotion																				na	1	200				
Act.1.2.1 200 radio spots				200	0	0	0	0	200	0	0	0	0	0	0	0	0	0	0	200						
Act.1.2.2 Print & distribute 1,000 posters				1	0	0	0	1,000	1	0	0	0	0	0	0	0	0	0	0	1,000	0.0%	1	1,000			
Act.1.3 Train 50 students of Al-Quds Open University & Al Aroub trained for 4 days on intellectual & cultural dialogue																										
Act.1.3.1 Prepare reference document in partnership with Al Quds Open University																										
Act.1.3.2 Select trainers (young leaders & university students) through questionnaires & interviews							50												50	0.0%	5	250				
Act.1.3.3 Determine the training locations, Act.1.3.4 Determine the training program, Act.1.3.5 Produce the training manual for the participants																										
Act.1.3.7 Hold two 36-hour training sessions over 4 days				2	50	0	0		2	26	24	50	0	0	0	0	0	0	26	24						
Act.1.4 Sensitize students to necessity of intellectual & cultural dialogue																										
Act.1.4.1 Prepare reference document, Act.1.4.2 Determine locations, Act.1.4.3 Determine youth & community leaders in the partnership, Act.1.4.4 Determine youth who will participate in sessions in partnership with 3 young groups' representatives							360												362	0.6%	4	1,448				
Act.1.4.5 Hold the sessions				12	360	0	0		12	185	177	362	0	0	0	0	0	0	185	177						
Outcome 2 Increases opportunity to participate in the Palestinian-Israeli conflict resolution for Palestinian Islamic, secular & liberal young people																							O2 total 11,364			
Act.2.1 Issue 2 youth authored booklets on intellectual, social & cultural dialogue																										
Act.2.1.1 Prepare reference document, Act.2.1.2 Determine Editorial Board, Act.2.1.3 Invite three young groups (Islamist, liberal & secular) to write articles in booklets, Act.2.1.4 Print 1,500 copies of each booklet							1,500												1,506	0.4%	2	3,012				
Act.2.1.5 Distribute booklets in cooperation with student leaders & targeted universities' administration (Al Quds Open University & Palestine Technical College). (*750 printed)				2	0	0	0		2	0	0	1,406	0	0	100	0	0	0	0	0						
Act.2.2 Launch an interactive website for the project																										
Act.2.2.1 Prepare reference document, Act.2.2.2 Determine young groups who will administer website, Act.2.2.3 Invite young people to attend, Act.2.2.4 Performance Evaluation (*3507 interactive sessions)				na	0	0	0	0	na	0	0	0	0	0	0	0	0	0	0	3,507	na	2	7,014			
Act.2.3 Hold a 1-day Anti-Extremism Youth National Dialogue Conference																										
Act.2.3.1 Prepare reference document, Act.2.3.2 Form 12-member young conference preparatory committee, Act.2.3.3 Identify conference themes, goals, outputs, results, & effects, Act.2.3.4 Prepare conference worksheets, Act.2.3.5 Invite people through social & mass media (200 invited)				na	0	0	0	0	na	0	0	198	0	0	46	0	0	0	0	244	na	3	732			
Act.2.3.6 Hold conference, Act.2.3.7 Give conference recommendations to all officials & media (Ministry of Youth, Ministry of Education, parliament, political parties & community leaders)				na	0	0	0	0	na	74	50	124	0	0	78	0	0	0	74	50	202	na	3	606		
Totals			218	410	0	0	2,910	218	412	377	2,393	0	0	224	0	0	0	412	377	7,324	151.7%		TOTAL 14,821			
			% Female & % Male						52% 48%			na na			na na			52% 48%								



**To what extent were the project activities implemented adequately?** Project staff implemented all activities as planned in the YSF contract; however, evaluators could not verify if young people had interacted with the project website, as it was down at the time of the evaluation.

**To what extent was the participation of youth beneficial and meaningful for them and for the project?** The project engaged youth to a great extent, as most project activities were led by the students. Youth-led activities such as preparing reference manuals for use as training materials, managing the editorial board, writing two booklets on intellectual, cultural, and social dialogue, and administering the project website.

**To what degree did the project vary in involvement and effects with regards to women vs. men and girls vs. boys?** According to the final PCCDS report, the project achieved a gender balance. This is evident in the fact that most project activities had almost equal numbers of male and female participants. There was direct participation of 412 female youth and 377 male youth.

**What was the project's peacebuilding impact?** The project recorded the following impact.

**Reduced violence in targeted universities.** The PCCDS impact assessment noted that there had been a 21% decrease in violence at Al Quds Open University and Palestine Technical College as compared to the previous year before the training.

**Increased capacity to resolve conflicts.** According to the pre and post-training evaluations reported in the PCCDS YSF Final Report, PCCDS training increased young university leaders' awareness and ability to participate in dialogue sessions: students improved their communication mechanism from 15% to 52%, awareness of the benefits of working as a team increased from 17% to 65% (48%), and ability to resolve disputes using nonviolent methods increased from 19% to 54% (35%). Knowledge of human rights in international conventions increased from 7% to 51% (44%), and young student leaders improved their ability to conduct negotiations. The Independent Progress Study on Youth, Peace and Security also highlighted the importance of these skills, stating, "*Institutions should continue to train young people in mediation and preventive diplomacy*" (Simpson, 2018, p. 118).

Indicators	Before	After
Students' understanding to communication mechanisms	15%	52%
Student leaders' awareness to building work- team	17%	65%
Student's leaders ability in resolving disputes (non- violent ways)	19%	54%
Student leaders' knowledge of Human rights international conventions	7%	51%
Students ability in conducting negotiations by using scientific materials	13%	52%

**Improved readiness to manage intellectual and cultural dialogues in the universities and the community.** According to the radio polls during achievement monitoring by PCCDS, intellectual and cultural dialogue had increased in the community by 20%. This monitoring activity was completed through telephone polls involving a random sample of 100 students and 100 members of the local community. Studies conducted by the two universities and reported by PCCDS show that 50% of the students had increased their motivation to manage intellectual and cultural dialogue sessions.

**Increased ability to have effective dialogue.** Fifty percent of student leaders increased their ability to engage in effective dialogue. During the interview with Jamil Derbashi, the PCCDS Director claimed that there had finally been success in holding dialogues between Muslims and secular students after 6 years of unsuccessful dialogue attempts (YP Skype Interview, April 30, 2018). This had not been possible in the past due to political separations among students, with consequent negative interactions between them.

**Increased awareness of the benefits of intellectual and cultural dialogue.** According to PCCDS, 70% of student leaders increased their awareness of the advantages of dialogue by participating in the intellectual and cultural dialogue project.

**Factors helping improve the project's peacebuilding impact.** There were both internal and external factors which improved the project impact. They are as follows:

1. According to the final PCCDS report, involving student leaders in follow-up and monitoring of each of the project activities was a major contribution to the project's success.
2. A student leader committee was formed to follow up project output for a period of 2 years following the end of the project.
3. Participation of the student leaders in all project planning activities contributed to the project's success.
4. Involving various media, including Al Rabea Radio, in the mobilization and dissemination of information.

**Factors Hindering the Project's Impact.** While no internal factors were identified, the following external factors hindered the project's impact:

1. According to the PCCDS YSF final project reporting the Islamist and secular political division resulted in the arrest of some students because of their political backgrounds.
2. There was a lack of communication between Islamists and secular leaders as a result of Palestinian leaders' disagreement in the West Bank and Gaza.
3. During an interview, the PCCDS Director mentioned that the YSF project was approved at a time when students were away for their holiday. The project was therefore left with limited time, as it could only start 2 months after its approval.



## Recommendations for This and Similar Projects

Based on an analysis of secondary data and a 45-minute interview with the PCCDS Director, the following recommendations were identified for this or similar projects:

**Extend the contract period.** The project's success and sustainability was limited as the implementation period was insufficient. PCCDS wished that the project could have been extended beyond one year.

**Provide similar opportunities for more youth from different universities.** The project implementer wished that this opportunity could have been extended to the Makai Political Party and other universities.

**Establish youth peacebuilding clubs and other initiatives where diverse youth collaborate to build peace.** This would motivate young people to live in harmony and have mutual trust in one another. Political division between Islamist and secular students created a limitation to the project's impact. Increasing peacebuilding initiatives, such as youth peacebuilding clubs, that bring together Jewish, Islamist and Secular youth to collaborate in developing and implementing peacebuilding projects.

**Increase collaboration with relevant local and government leaders.** The Palestinian leaders' disagreement in Gaza and the West Bank contributed to a lack of communication between Islamist and secular students. Creating awareness among local and government leaders would improve project impact in future.

**Strengthen monitoring and evaluation and follow-up mechanisms.** This would enable documentation of peacebuilding impact even beyond project closure, and help ensure sustainability of its impact. Better monitoring would also ensure better communication with students who graduated after the project.

**Continue engaging with trained youth leaders after the projects end.** Even small, but inspiring, volunteer opportunities can encourage youth leaders by providing opportunities for them to continue leveraging the peacebuilding knowledge, skills, and passion gained through their participation in the project. Organizations can at least ensure there are platforms such as facebook groups encouraging those who have graduated to keep spreading peace as alumni.



## STATE OF PALESTINE. YaLa

### The Youth Peacebuilding Context in Palestine, Israel, and the wider Middle East and North Africa region (MENA)

The Middle East and Northern Africa has a long history of conflict: in Iraq, Syria, and Yemen, between Israel and the Palestinian territories, and beyond (CPS, 2014). The Middle East, traditionally defined as the fertile crescent where agriculture and early human civilization began and complex urban centers grew, is also the home of three monotheistic religions and the crossroads of cultures. MENA also has the largest youth population in the world, with more than half of the residents under the age of 25 (CPS, 2014).

United Nations recognizes the rise of violent extremism among youth in MENA, highlighting the importance of addressing conditions that can lead to radicalization and violent extremism, and advocates for designing disarmament, demobilization, and reintegration programs for young people (UNSCR 2250 (2015)). According to OECD study in 2015, youth policy in the MENA region is often siloed, lacking a “whole of government” approach, and young people often find themselves in “observer status” in policy cycles without much opportunity to shape political outcomes.

As much as young people have not, been involved in policy making, young people in MENA have demonstrated various constructive approaches to air their voices. For instance, In Tunisia, university graduates have launched startup companies building civic entrepreneurship throughout the country.<sup>21</sup> One of these startups, Cogite, is a creative co-working space in Tunis that provides a platform for young entrepreneurs to collaborate (Seedstars World Blog, October 25, 2014). In Lebanon, a Twitter campaign, #youstink, was launched in 2015 to protest a months-long pileup of trash and lack of sanitary services believed to be caused by government paralysis and rampant corruption (A new Agenda for MENA, Margaret Williams 2016). In Libya at the age of 21, Alaa Murbit founded a youth led organization known as Voice of Libyan Women. The organization goal was to challenge cultural norms and push for women participation in peace building (A new Agenda for MENA, Margaret Williams 2016). In Yemen, youth led organizations such as Resonate have continued to build social cohesion and hold their communities together (Oxford: Elsevier, 2014). In 2013 an Arab World crowd sourcing platform (Zoomal) was launched by a 22 year to promote innovation, creativity and sustainable development in the region. The platform has enable funding of various projects i.e. a kindergarten in Palestine, youth sport initiative in Lebanon, mentorship for young women program in Morocco and other many projects (A new Agenda for MENA, Margaret Williams 2016).

## **Project Overview**

YaLa Palestine's YSF project was entitled "Citizen Journalism for Coexistence." The overall goal of the project was to build capacity through 4 months of online training of 55 Palestinian, Israeli, and MENA youth on online citizen journalism and engagement with new media to broadcast positive messages of understanding, coexistence, and peace in the region. The trainees acquired knowledge and experience in citizen journalism and engaged with new media users throughout the region.

Forty Palestinian and Israeli participants (a subgroup of the 55 participants above) were to develop mutual acquaintances and trust via two face-to-face workshops. The intention was to give them the opportunity for more in-depth online learning and collaboration while augmenting their skills in producing and disseminating citizen journalism content which promotes peaceful coexistence.

## **Applying the Methodology with YaLa Palestine's Project**

The methodology included a desk review of available project materials from the implementer and data collection from direct beneficiaries. Engagement with participants involved semistructured online surveys and recorded phone, Skype, and WhatsApp interviews. Due to the security situation in Palestine and the fact that participants came from different parts of the MENA region, it was not possible to hold engagements face to face.

Before data collection started, the evaluation team informed participants of the purpose of the research. While explaining the related procedures, they secured respondents' written

consent and asked permission to record interview sessions. Finally, the team notified participants on:

- their rights to decline to participate and to withdraw from the study at any time.
- potential risks and prospective research benefits.
- confidentiality and privacy terms, including the use of their data, case materials, photos, audio, and video recordings.
- whom to contact in case of follow-up questions and feedback.

**Summary of Limitations.** The implementing partner did not provide Young Peacebuilders with any participant contact details, despite reaching out to them on several occasions. This was a major setback, as considerable time was spent trying to reach participants through any available means, including Facebook. This had a large effect on the sampling strategy, as the team could only work with those participants they could trace. The Project Manager was unavailable due to traveling outside of the country during the vast majority of the evaluation time. Additionally, the cultural and political tensions around the idea of *tatbia* or *normalization* may have been a significant reason for YaLa not freely sharing contact information of project participants.

*Generally, the term refers to the act of having normal professional, economic, social and or cultural relations between Arabs and Israelis. In Arab society, normalizing is used to signify “dealing with Israelis” and carries a negative connotation; it implies behaving and acting as though the occupation of Arab lands is normal or acceptable. For Israelis, normalization often has a positive meaning... (Rauch, 2011, p. 4)*

On occasions, Palestinians supporting peacebuilding efforts with Israelis do not want to be identified publicly for fear they may be accused of “*normalizing with the Zionist enemy*’ when they participate in people-to-people programs with Israeli Jews” (Rauch, 2011, p. 1).

## Quantity and Quality of Data Collected

Due to the limitations above, evaluators could only collect data through four semistructured online surveys with one participant from Israel, one from Tunisia, and two from Palestine. Follow-up interviews were conducted through WhatsApp with two participants (one from Israel and one from Palestine) and one Skype interview with the YaLa Project Coordinator. The Evaluator also relied on a secondary data review of available project materials.

**TABLE: Evaluation Participants by Type and Evaluation Method Used**

	Youth		Other Stakeholders		total		ALL TOTAL
	M	F	M	F	M	F	M&F
<b>YaLa Palestine</b>							
Interviews	1	1	1	0	2	1	3
Surveys	2	2	0	0	2	2	4
YaLa Totals	3	3	1	0	4	3	7

## Findings

Three out of four participants from the online survey mentioned that the 4-month training had increased their capacity, commitment, and actions towards bringing peace through writing and communicating with people from different cultures, religions, and countries. It is evident from the online survey that participants increased their level of understanding and ability to promote coexistence and peace: one out of four found the project to be extremely valuable and the remaining three participants found the project to be valuable.

Beneficiaries noted in the online survey that they had used the skills gained during the training to create content on success stories, and had strengthened communication skills with their friends. One beneficiary explained how he had regained a friendship with an old friend thanks to the communication skills he gained from YaLa:

### **SPOTLIGHT: Reclaimed Friendships**

*I had met this awesome Jewish person in America. We had multiple discussions about the Palestinian-Israeli conflict. We were close friends at first, then we sorta had an issue because of him claiming it's okay to bomb schools and hospitals in Gaza to kill terrorists, even though they know they are innocent people, whole families, are there. I couldn't take that, but by the time I was about to leave America, I talked to him again. We reclaimed our friendship, thanks to the communication skills I learned during YaLa's program. We do have pictures together, but not just the 2 of us. And there's also another American Jewish guy who was asking me a lot of questions about our conflict. He was cool tbh. And one time, he asked me to help him get to his dorm because he forgot his magnet card in his room. It was snowing, and I helped him get there. He was grateful and humbly thanked me. I learned we're human beings first, before being Muslim and Jewish individuals.*

Anonymous, Male, Palestine (YP Online Survey, July 20, 2018)

The 1-day, face-to-face storytelling workshop in Jerusalem enabled beneficiaries to interact with one another and deepen the already existing friendships they had created during

the online interactions. One participant shared how the face-to-face meeting was a special moment for him:

***SPOTLIGHT: People Who “Don’t Wanna to Kill Us”***

*One of the best things I had with YaLa was its opportunity for us, both the Palestinian and Israeli people, to meet face to face in Jerusalem. What made it even special is that we worked together in a group on Facebook, so we already knew each other before we met and once we realized they are actually really people on the other side who don't wanna kill us, we believed even more in peace. I only attended one workshop in Jerusalem, but missed the second one. I wish I could attend it to have even deeper friendships with the awesome Israelis I met. I do defend the Jewish people everywhere I go now. And I always teach that to Gazans. Every single time we talk about politics, and Israel, I say there's a huge group of them who love us and want us to live a better life. I don't let actions affect my friendships with these Israelis. I always say, "We, the 2 peoples, deserve to live together in peace in spite of what our governments think and do." And my Jewish friends totally agree with me. They react to this comment with Love on Facebook. That's superb, thanks to you, YaLa.*

Anonymous, Male, Palestine (YP Online Survey, July 20, 2018)

**Completed Activities.** The following activities were completed as planned in the project design:

- Training of 55 Palestinian, Israeli, and MENA youth on citizen journalism and coexistence in online training sessions spread across 4 months. Twenty participants were Palestinian, 20 Israeli, and 15 from the MENA region. There was a total of seven biweekly online sessions.
- A 1-day face-to-face workshop on storytelling and citizen journalism in East Jerusalem for 38 participants (21 female and 17 male).
- A 1-day video-making training session in East Jerusalem.



**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

**TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee's Final Report**

*(View table on following page.)*



**To what extent were the project activities implemented adequately?** Project staff implemented almost all of the activities as planned in the YSF contract, apart from the 1-day face-to-face training session on storytelling in Jerusalem, which had 38 attendees instead of the planned 40. Some participants missed the opportunity to attend the above session as their travel permits were not approved.

**To what extent was the participation of youth beneficial and meaningful for them and for the project?** Youth were the main beneficiaries of this project: all 55 participants were between 18 and 35 years of age. The Project Coordinator was also in this age bracket, and one of the participants noted during a phone interview that some of the trainers were young people as well. According to participants who took part in the evaluation, being in the same age category made learning interesting and facilitated connections as they had many things in common. They also agreed that youth participation had increased the project impact, as seen in the remark:

***"I believe that youth is the key to change any reality..."***

~ Young Male beneficiary in Palestine (YP Online Survey, July 21, 2018)

**To what degree did the project vary in involvement and effects with regards to women vs. men/ girls vs. boys?** Project design and activities focused on gender equality and women's empowerment. The direct participants were 51% female youth and 49% male for the entire project.

**How were children involved or impacted?** The project did not intend to directly include children. However, YaLa's YSF Final Report noted that Facebook's page views data stated 83% (est. 6,625) of viewers were between 13 and 34 years old. Facebook does desegregate data for users 13 to 17 years old but YaLa added this group in as *youth* in their YSF Final Report. It seems likely that a significant portion of Facebook users who engaged with the project were children.

**What was the project's peacebuilding impact?** The following is a summary of the quantitative results from an online survey constructed for this evaluation. Responses are from four youth who participated in the 4-month training.

**TABLE: Young Peacebuilders YaLa Survey Responses**

	Male		Female		All M&F	
How would do you rate the training you received from YaLa Palestine on citizen journalism and media skills to promote understanding, coexistence and peace in 2016?						
Somewhat Valuable (3)	0	0%	1	50%	1	25%
Very valuable (4)	1	50%	1	50%	2	50%
Extremely valuable (5)	1	50%	0	0%	1	25%
Total Responses	2		2		4	
How would you describe your capacity in photojournalism to promote peace and understanding?						
Good (4)		0%	3	100%	3	75%
Expert capacity (5)	1	100%		0%	1	25%
Total Responses	1		3		4	
How would you describe your capacity in video journalism to promote peace and understanding?						
Good (4)	2	100%	2	100%	4	100%
Total Responses	2		2		4	
How would you describe your capacity in writing and telling stories to promote peace and understanding?						
Good (4)	1	33%	2	100%	3	75%
Expert capacity (5)	1	67%	0	0%	2	25%
Total Responses	2		2		5	
How would you describe your overall journalism capacity to promote peace, understanding, and coexistence in conflict situations?						
Good (4)		0%	2	100%	2	50%
Expert capacity (5)	2	100%		0%	2	50%
Total Responses	2		2		4	
Has project increased your capacity, commitment, and actions to help bring peace in your community?						
Yes	2	100%	1	50%	3	75%
No		0%	1	50%	1	25%

Total Responses	2	2	4
<b>Did youth participation increase the project's impact?</b>			
Yes	2	100%	3 75%
Not sure		0%	1 25%
Total Responses	2	2	4

All respondents to the online survey stated that they had benefited from the 4-month online training on citizen journalism and media skills. They had also increased their capacity in photojournalism, video journalism, and writing and telling stories with the purpose of promoting peace, understanding, and coexistence. Below is an example of a story written by a participant about his respect towards cultures, religion, and races.



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**SEARCH RESULTS FOR: WE ARE ALL HUMAN | AHMED, PALESTINE**

## We Are All Human | Ahmed, Palestine

I was taught to look at people the way they look at me. I was raised to respect, value, and admire the different cultures, languages, skin colors, religions, and races. When I went to visit my grandfather 5 years ago, it was one of those sunny April days. An 82 year old man, who had ... [Continue reading](#)

*Story by a participant from YaLa Palestine on humanity*

We Are All Human | Ahmed, Pale

**Improved capacity in using new media for peacebuilding.** Seventy-five percent of youth respondents to the online evaluation survey reported that the online training had increased their capacity to write blog articles. One female respondent noted that she had used her skills to reinforce her blog and became a feature in an educational magazine. The YaLa evaluation report found that almost 80% of trainees strongly agreed that the training had given them the skills to become successful in blogging and new media.

**Continuing relations with people from different cultures.** The YaLa evaluation report noted that over 86% of youth had made three new friends, with an average of 3.8 out of 7 making friends with people from a different culture. These friendships were further strengthened during the face-to-face meeting in East Jerusalem. More than half of respondents in the YP evaluation report noted that more Palestinians had become friends with Israelis during the

training. One male beneficiary remarked that the face-to-face meeting in Jerusalem had been the best part of YaLa, as both Palestinian and Israeli participants had met and it had been an exciting moment. The meeting made him realize that people from the “other” side do not want to kill them, and now he defends Jewish people everywhere he goes. Evaluators also noted that more than half of respondents had maintained their friendship beyond the closure of the training.

***Better understanding of peers from different nationalities.*** In the YaLa evaluation report, over 90% of beneficiaries stated that they had gained a better understanding of people from the “other” side and other nationalities by reading each others’ blogs and discussions. The report noted an increased openness to hearing from members of the “other” side. Fifty percent of youth respondents to the online survey reported that they were better at communicating with people from different backgrounds, and could understand and respect their values.

**Factors Helping Improve the Project’s Peacebuilding Impact.** Sharing personal, important life stories helped in building trust and personal connections between participants. Therefore, there is a need to incorporate methods of storytelling as part of learning for this or similar projects.

**Factors Hindering the Project’s Impact.** The following internal and external factors hindered the project impact:

***Internal factors.*** The final YaLa report noted that regular electricity surges in Gaza, Syria, and Yemen had made it impossible for some participants to join the online monthly chats. Two out of four respondents in the YP evaluation noted that the online group chats were at times disorganized to follow as there were many participants having conversations in the same online group chat window.

***External factors.*** Some participants were not able to obtain travel permits to go to Jerusalem for the face-to-face workshop, which reduced the intended number of participants.

## Recommendations for This and Similar Projects

The recommendations below are based on observations from secondary project materials from YaLa, as well as interviews and evaluation survey responses from direct beneficiaries and key stakeholders.

**Improve moderation and coordination of online discussions.** There is a need for mechanisms to be put in place so that all participants can be fully engaged in the online group chats. In the YP evaluation, two out of four young people recommended better coordination of online chats for future programs and noted that sometimes online chats were too disorganized to follow.

**Improve engagement with beneficiaries beyond project closure.** There is a need to keep beneficiaries close and active even after project closure to sustain its impact. According to beneficiaries interviewed, more than half did not have engagements with YaLa after the project



ended and wished that there was an active network through which to engage with fellow trainees.

**Use easily accessed online chat platform such as Facebook for training.** One of the project limitations was that some participants were not able to access the YaLa Academy website during the monthly online chat sessions. Therefore there is a need for platforms that are easily and commonly accessed by young people. According to YaLa, online platforms such as Facebook should be used for similar projects, as the platform is able to reach a broad base of young people from different cultures, religions, and ethnicities. Using Facebook allows participants who do not have regular internet access to join online discussions using their smartphones.

**Provide more training opportunities on new media for peace, understanding, and coexistence.** There is still a need for further similar opportunities for youth in the MENA region as new media technologies emerge. According to YaLa, for continuity of the project, there is a need for more advanced opportunities to be created for youth to participate. Most of the participants interviewed also called for similar advanced training. Aligned with this recommendation the Independent Progress Study on Youth, Peace and Security advised organizations, “*expand digital networks to remote communities to support the meaningful and inclusive participation of young people; and design youth-friendly, online participatory processes*” (Simpson, 2018, p.113).

**Improve collaboration and partnership with institutions.** Collaborating with civil society, NGOs, and journalism institutions with the same agenda would enable knowledge sharing and increase peacebuilding and coexistence awareness through journalism in the MENA region. Having more citizen journalists in these institutions would therefore help increase the impact of the project.

# **2017 YSF GRANTEE CASE STUDIES**



# UGANDA: Uganda Integrated Community Development Initiative (ICODI)

## **The Youth Peacebuilding Context in Uganda's Nakivale refugee settlement, and surrounding communities in Rugaga and Mbare sub-counties**

Situated at the center of the African continent, Uganda is struggling with an influx of refugees from its neighboring countries, including South Sudan, Burundi and DRC. Nakivale refugee settlement in Isingiro district was officially established in 1960 to cater for Rwandan refugees fleeing the Tutsi/Hutu ethnic conflict in 1959. Today, the settlement hosts over 100,000 refugees from Burundi, the Democratic Republic of Congo, Eritrea, Ethiopia, Rwanda, Kenya, Somalia, Sudan, and South Sudan (UNHCR, 2018). Uganda has the world's youngest population, with over 78% of its population below 30 years of age. The country faces significant challenges in meeting the needs of its younger generation, particularly as this population continues to grow at a rate of 3.2% annually (Uganda Factsheet, 2014). According to the Youth Map Uganda report in 2011, many young people have the energy, resilience, and a strong

desire to receive education, find work, and contribute to peace and development in their communities. As such, development efforts should acknowledge their significant potential and seek to create substantive roles for youth in peacebuilding and civic activities that allow them to build confidence, leadership skills, and empowerment. According to International Alert (2014), young people in Uganda have the potential to promote peace and security. Their willingness to create income generation activities is a positive development towards peacebuilding. According to the same study (International Alert, 2014), despite young people being used as agents of violence, many now want to participate actively in peace and reconciliation initiatives. The study also reveals that young people closely identify with ethnic, religious, and cultural groups in the regions they come from, and these institutions can influence them positively or negatively. Nakivale settlement has diverse youth populations from different cultures, religions, and political affiliations which, according to ICODI YSF Final Report, in the past differences resulted in hate, discrimination, and hostility between the refugees and the surrounding communities.

## **Project Overview**

ICODI's YSF-funded project, "Youth-Centered Approach to Build Mutual Respect among Peoples of Different Cultural and Religious Identities," aimed to increase peacebuilding knowledge and skills among 5,000 youth in Nakivale refugee settlement and the surrounding communities and districts in Uganda. The project also sought to promote youth economic and social development through vocational skills training and youth-led initiatives, while promoting teamwork, reducing discrimination, and hostility. In Isingiro and other nearby districts, youth participation in peacebuilding contributed to a more peaceful understanding among individuals from different nationalities, religions, and cultural backgrounds.

The project's objectives were to:

- Increase knowledge and skills in peacebuilding, rejecting extremism, and embracing diversity among youth in Nakivale refugee settlements and surrounding communities in Isingiro District.
- Reduce fights and violence and improve levels of economic and social development among youth in Nakivale refugee settlements and surrounding communities in Isingiro District.
- Reduce the spread of hate, discrimination, and hostility among youth and adult populations due to differences in nationalities, culture, religion, and political affiliation.

## **Applying the Methodology in Uganda**

The research methodology for this case study included a desk review of available project reports and literature, semistructured focus group discussions (FGDs), written surveys with direct beneficiaries, and face-to-face interviews with leaders who indirectly benefited from the peacebuilding project. The evaluation focused on acquiring more qualitative information from direct beneficiaries as well as information from key informants. As requested by the majority of

participants, the language of the FGDs and key informant interviews (KIIs) was Runyankole, a local language in Western Uganda. A local enumerator, fluent in Runyankole and English and trained in advance, took the lead in engaging beneficiaries during discussions, facilitating information sharing, and providing effective communication between researchers and participants. The data enumerator, under remote supervision of the Local Evaluator, recorded audio or video of all discussions and interviews for later translation, transcription, and analysis. As youth from secondary schools felt comfortable speaking in English, written surveys remained in English. Evaluators then transferred findings to Google Docs for analysis.

The enumerator informed participants of the aim of the research before starting data collection. While explaining the related procedures, the enumerator secured respondents' written consent and asked permission to record interview sessions. Finally, they notified participants of:

- their rights to decline to participate and to withdraw from the study at any time.
- potential risks and prospective research benefits.
- confidentiality and privacy terms, including the use of their data, case materials, photos, audio, and video recordings.
- whom to contact in case of follow-up questions and feedback.

**Summary of Limitations.** The delay in obtaining some project documents and beneficiary contact details directly affected the data collection timeline. It was not possible to conduct research in some Youth Peacebuilding Clubs due to ongoing campaigns for the local elder election and mid-term examinations in some secondary schools. This gap was filled by gathering and speaking to youth from Mbare sub-county in place of one secondary school.

## Quantity and Quality of Data Collected

Twenty-five young participants from Nakivale refugee settlement and neighbouring communities in Rugaga, Rutete, and Mbaare subcounties took part in three mixed FGDs. Evaluators also held three face-to-face, semistructured interviews with local leaders and a school patron hosting one of the student peacebuilding clubs and one Skype interview with the ICODI Project Coordinator. Seventeen students completed written surveys. A total of 26 male (57%) and 20 female (43%) participants were involved in the evaluation. The data collected was a good representation of the project beneficiaries and included views from young refugees, youth from host communities from three subcounties, and local and administrative leaders.

**TABLE: Evaluation Participants by Type and Evaluation Method Used**

	<b>Youth</b>		<b>Other Stakeholders</b>		<b>total</b>	<b>total</b>	<b>ALL TOTAL</b>
	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M&amp;F</b>
<b>Uganda: Integrated Community Development Initiative (ICODI)</b>							
FGD Participants	14	10	0	1	14	11	25
Interviews	1	0	2	1	3	1	4
Surveys	9	8	1		10	8	18
<b>ICODI Totals</b>	<b>24</b>	<b>18</b>	<b>3</b>	<b>2</b>	<b>27</b>	<b>20</b>	<b>47</b>

## Findings

The peacebuilding campaigns focused on enhancing the ability of youth to promote mutual respect, understanding, and long-term, positive relationships between people of different nationalities, cultures, and religions. During FGDs, youth reported that they appreciated the 4-day training, and that it had given them more confidence in addressing peace and embracing people from different nationalities, cultures, and religions. Youth in host communities also mentioned in FGDs and written surveys that they had better relationships with refugees, and were supporting and encouraging them to feel like part of the community.

In the face-to-face interviews, local leaders mentioned that Youth Peacebuilding Clubs were continuing to promote peace in the community, as youth took part in conflict resolution. Activities included participating in resolving local land disputes between the refugees and the local populations, and helping to resolve domestic violence conflicts among families. After gaining vocational skills through the ICODI training, youth had also been busy with income generation activities, resulting in increased teamwork and dialogue between refugee youth and youth from host communities. This subsequently reduced conflicts in the community. The vocational skills learned had not only helped keep youth busy, but most importantly had supported them to overcome economic challenges - especially among youth-led families - while also helping to reduce the unemployment rate among young refugees and youth in host communities.



**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

**TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee's Final Report and Evidence**

*(View table on following page.)*

Uganda: ICODI		YSF Contract			Claimed															Reach % Change		Engagement Depth		Engagement Score						
KEY: n = no claim made, F = female, M = male, Y = youth 18-35, C = child 0-17, A = adult over 35, YA= Youth & Adults		People to Reach					People Reached															TOTALS								
Units		Y	A	C	All	Units	FY	MY	All Y	FA	MA	All A	FC	MC	C	All	F	All M	All											
YSF Grant \$24,923	Budget \$28,695	Actual Cost \$28,673																												
Outcome 1 Increased knowledge & skills of peacebuilding, rejecting extremism & embracing diversity among youth in Nakivale refugee camps, surrounding communities, & other districts of Uganda																						O1 total				2,560				
Act.1.1 Conduct 6 4-day trainings of trainers & provide a training manual for a total of 450 Youth Peacebuilding Trainers (YPT) on rejecting extremism & embracing diversity						6	450			450	6	249	263	512	0	0	0	0	0	249	263	512	13.8%	5	2,560					
Outcome 2 Reduced violence & improved levels of economic & social development among youth in Nakivale refugee camps & surrounding communities in Isingiro District						O2 total																		4,800						
Act.2.1 YPTs establish 10 youth peacebuilding clubs in refugee camps & communities surrounding camps, & clubs in 10 secondary schools within the Isingiro & Mbarara districts of Southwest Uganda (reaching 600 youth)						20	600			600	22	312	348	660	20	20	40	0	0	0	332	368	700	16.7%	4	2,800				
Act.2.2 Train youth in vocational skills to reduce unemployment, embrace teamwork, & improve socio-economic development in refugee camps & surrounding areas						n	n			0	n	86	38	124	0	0	0	0	0	86	38	124	na	5	620					
Act.2.3 Conduct 10 dialogues with 30+ youth each in refugee camps, communities surrounding camps & secondary schools within Isingiro & Mbarara districts to create peace among youth with different cultures, religion, & political affiliations						10	300			300	14	218	202	420	16	24	40	0	0	0	234	226	460	53.3%	3	1,380				
Outcome 3 Reduced fights & violence & improved levels of economic & social development among youth in refugee camps & surrounding communities in Isingiro & neighbouring districts in SW Uganda																						O3 total				58,410				
Act.3.1.1 Complete peace & reconciliation campaigns targeting direct engagement with 8,000 youth in 10 secondary schools, refugee camps & communities in Isingiro & Mbarara districts. Activities include 5 community events using local radio & TV stations, to reach indirectly 7,0000 beneficiaries (including parents/guardians & other community members)						n	8,000	7,000		15,000	5	3,000	4,000	7,000	800	1,200	2,000	0	0	0	3,800	5,200	9,000	-40.0%	2	18,000				
Act.3.1.2 Conduct sports games for youth in refugee camps & the surrounding communities to directly reach 6,000 youth aged 18-35, & indirectly reach 3,600 parents/guardians & other community members aged 35 & above						n	6,000	3,600		9,600	n	2,000	4,000	6,000	1,600	2,000	3,600	0	0	0	3,600	6,000	9,600	0.0%	4	38,400				
Act.3.1.3 Organize events on International Day of Peace involving 300 youth & 200 indirect beneficiaries including parents/guardians, local & religious leaders & district leaders						1	300	200		500	1	230	220	450	70	150	220	0	0	0	300	370	670	34.0%	3	2,010				
Totals						37	15,650	10,800	0	26,450	48	6,095	9,071	15,166	2,506	3,394	5,900	0	0	0	8,601	12,465	21,066	-20.4%	TOTAL	65,770				
% Female & % Male						40%		60%		42%		58%		na		na		41%		59%										

**Completed Activities.** The project included six Training of Trainers (TOT) sessions of 4 days each, involving 512 youth participants (249 female and 263 male) - exceeding the target of 450 young people by 62. These trained youth were called Youth Peacebuilding Trainers (YPT). The six training sessions aimed to equip the YPTs with knowledge and skills in peacebuilding, rejecting extremism, and embracing diversity. Vocational training activities sought to promote youth socioeconomic development and reduce youth unemployment. The community and leaders widely accepted the project, which facilitated mobilization. Each trainee received copies of training materials and manuals to enable them to train more young people to build peace. Participants from one club shared their strategies on how to recruit new members and share peacebuilding messages:

*We initiated a campaign to train people living in the camp about peacekeeping and building, and we have mobilized more youth to join us. We also mobilize local leaders to join our campaign for peace. We believe this promotes more harmony and development (Youth Peacebuilding Club in Nakivale refugee settlement, Uganda, YP FGD, July 10, 2018).*

The project established a total of 22 clubs (12 in Nakivale settlement camp and 10 in secondary schools and the local community), exceeding the target of 20. The objectives of the clubs were to bring together youth to build respectful and socially inclusive communities despite their different cultures and religions. Young people confirmed during FGDs that the peacebuilding clubs had continuously played a role in the community despite the challenges they had faced, such as a lack of money for transport to go to training and meetings, having to organize campaigns for new members, and even buying refreshments during long meetings or training sessions.

Eighteen percent of young people (38 male and 86 female) developed their skills through vocational training and some were able to establish their own source of income. Young people provided positive feedback during FGDs, IVs, and written surveys on how they had used this knowledge to start businesses and engage in income generating activities. One young participant stated in a FGD:

*I was always drinking and taking on non-productive activities. After the 4 days of training, I learned vocational skills like making soap, and gained knowledge on how to start a business with little capital.. I am currently making soap and selling it to the refugees, and around the community. I am now a busy man doing balancing his books and earning income (Mukiga Justus, YPT member, 20 years old, Male, Nakivale, Uganda, ICODI FGD, July 10, 2018)*

Fourteen dialogue forums took place with an average of 30 participants in each forum, exceeding the target of 10. Through the dialogue forums, young people were able to discuss peacebuilding and power sharing between decision makers and their peers. It also gave them a platform to share views on how to engage youth in promoting peace. During the evaluation, FGD participants mentioned that they were increasingly involved in supporting leaders to resolve any conflicts arising in the community.

The project carried out five peace and reconciliation campaigns directly reaching 8,000 youth. However, staff could not register some of the campaign participants as there were too many people to account for. The focus was on promoting trust and long-term, positive relationships by spreading information on rejecting extremism and embracing diversity. It was

noted that youth had developed numerous skills from learning, working, and building relationships with each other. Below are some remarks from the FGDs and written surveys:

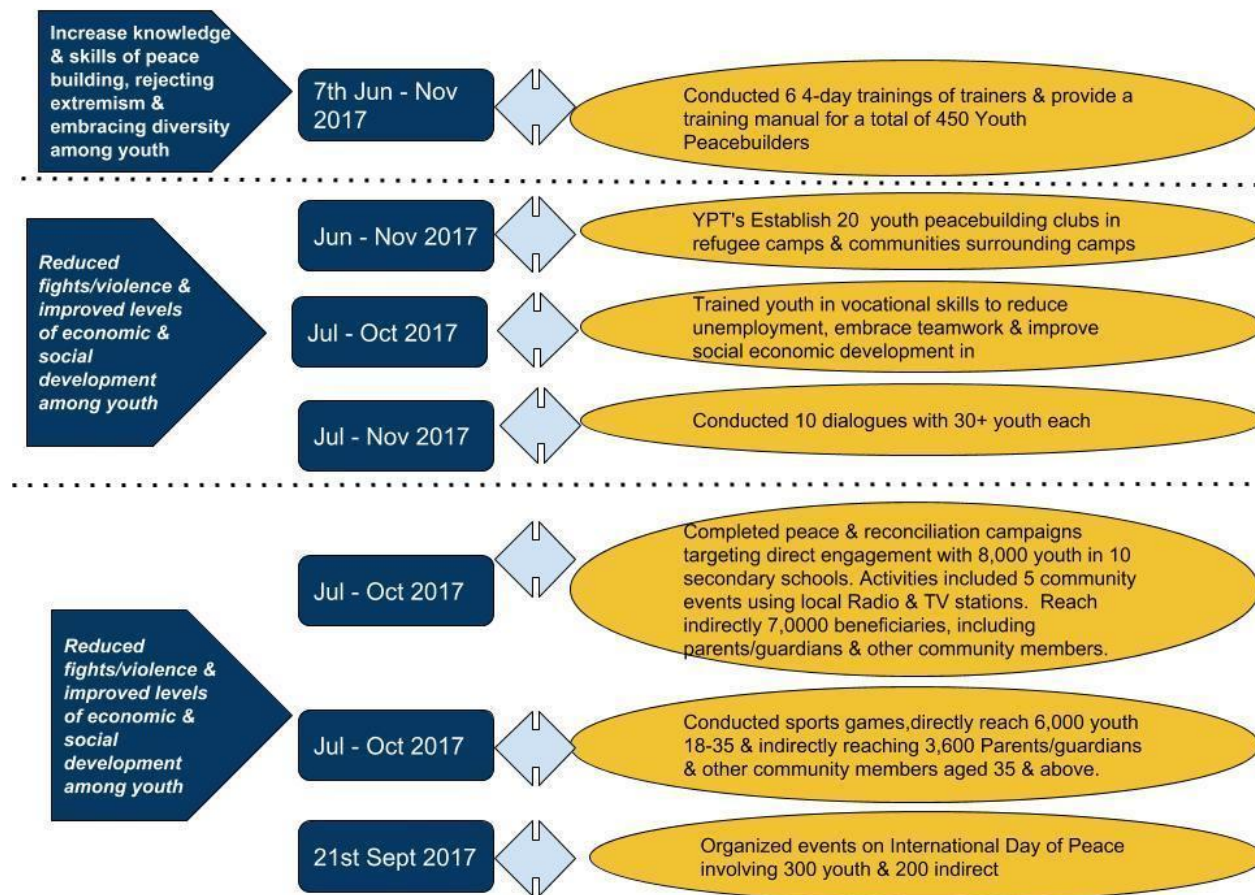
*I used not to associate with refugees to the extent that one time I participated in organizing riots against refugees and removed signposts at the camp. I realized the significance of peace and working together. Right now we formed football groups and we play together and I am the goalkeeper (Anonymous male, 33, Kashojwa, Uganda).*

*I used to not eat things from the camps since we were told that refugees eat snakes and monkeys, it was very scary but through knowledge from ICODI we now associate and play football, doing businesses, and our children study together. (Aggrey, Male, 32, Uganda)*

Sports activities were open to local young people and involved approximately 6,000 participants (67% male and 33% female) as well as 3,600 nonyouth participants (56% male and 44% female). Young people reported in FGDs that they had continued to associate with each other through football, teamwork, and friendship after the project.

The International Day of Peace organized on 21 September, 2017 reached 450 young people (49% male and 51% male), along with an additional 220 nonyouth participants (68% male and 32% female). Despite some young people not being able to attend due to a lack of transportation to the event, one FGD with half of the members who attended noted that they had received more information on peacebuilding and interacted with young people from other communities.

**FIGURE: Project Phases; Timing, Participants, and Quantity of Activities**



**To what extent were the project activities implemented adequately?** The majority of project activities were implemented beyond the planned numbers in the YSF contract, as follows:

- ICODI exceeded the number of TOT participants by 62; 14% more than the number planned.
- They also created an additional two Youth Peacebuilding Clubs, taking the total to 22 clubs; 17% more than planned in the YSF contract.
- There were two further dialogues reaching an additional 160 people; 53% more than the number planned in the contract.
- The International Day of Peace reached an additional 170 people; 34% more than planned.
- The project did not declare the number of people to train in vocational skills in the contract, but 124 youth eventually participated in the training, of which 38 were male and 86 were female.

**To what extent was the participation of youth beneficial and meaningful for them and for the project?** According to ICODI's figures, over 70% of the project beneficiaries were youth who benefited directly from training, Youth Peacebuilding Clubs, sports, and even



dialogues. With facilitation from ICODI, young people led most of the youth club establishment activities, such as mobilizing fellow youth in common regions to form a club.

**How were children involved or impacted?** The final ICODI report noted that children did not directly take part in the project, yet some of the peacebuilding campaigns attracted children and adolescents under 18 years of age. Evaluators did not count the children who participated in the campaigns as part of the number of beneficiaries reached through the project.

**To what degree did the project vary in involvement and effects with regards to women vs. men/ girls vs. boys?** There was a gender balance in participation throughout project activities, as some had high numbers of both males and females. In total the project included males in 12,465 (59%) distinct activities and engaged females in 8,601 (41%) distinct activities; however both males and females had equal opportunities to participate in and lead different activities. This was noticeable during the FGDs, as both trained male and female youth took leadership roles in peacebuilding clubs.

**Survey Findings.** Students from Isingiro Secondary School found great value in the training. Below is a summary of findings from the written surveys:

- Their club had maintained a meeting frequency of once per week, even after the project ended. The meeting duration was approximately 2 hours each week.
- The majority of the students strongly agreed that they knew a lot about conflict in their communities and even outside their communities.
- There was a significant improvement in peacebuilding skills compared to the time before the project. Students also felt confident in addressing conflict in their communities and even outside their community.

The table below shows further findings from the survey response:

**TABLE: Survey Responses from Isingiro Secondary School Students**

	Male		Female		All M&F	
How often did your youth peacebuilding club meet in 2017?						
Once a week	9	100%	8	100%	17	100%
	9		8		17	
How often is your youth peacebuilding club meeting now?						
Once a week	8	89%	8	100%	16	94%
Three or more times weekly	1	11%	0	0%	1	6%
	9		8		17	
Because I participate in the youth club I know alot about conflicts in my community.						
Strongly agree	8	89%	8	100%	16	94%



Somewhat agree	1	11%	0	0.00%	1	6%
	9		8		17	
<b><i>Because I participate in the youth club I know about a lot of opportunities to address these conflicts.</i></b>						
Strongly agree	9	100%	8	100%	17	100%
	9		8		17	
<b><i>Because I participate in the youth club I feel confident addressing conflicts in my community.</i></b>						
Strongly agree	9	100%	8	100%	17	100%
	9		8		17	
<b><i>Because I participate in the youth club I have the skills needed to identify and address conflicts in my community.</i></b>						
Strongly agree	8	89%	8	100%	16	94%
No response	1	11%	0	0%	1	6%
	9		8		17	
<b><i>Before participating in the youth peacebuilding club I took action to address conflicts in my community.</i></b>						
Rarely	8	89%	7	87.5%	15	88%
Never	1	11%	1	12.5%	2	12%
	9		8		137	
<b><i>After participating in the youth peacebuilding club I now take action to address conflicts in my community.</i></b>						
Daily or almost daily	9	100%	7	87.5%	16	94%
Never	0	0%	1	12.5%	1	6%
	9		8		17	
<b><i>Before participating in the youth peacebuilding club I took action to address conflicts outside my community.</i></b>						
Rarely	7	78%	6	75%	13	76%
Never	2	22%	2	25%	4	100%
	9		8		17	
<b><i>After participating in the youth peacebuilding club I now take action to address conflicts outside my community.</i></b>						
Daily or almost daily	9	100%	8	100%	17	100%
	9		8		17	

**What was the project's peacebuilding impact?** The peacebuilding project impacted many people in Isingiro district. ICODI received significant appreciation from students and other

youth in communities and refugee camps, as well as from local leaders. An acknowledgment of the good work was a request for more training, including a request to expand training and include additional sub-counties.

**Reduced violence among youth.** Thirty-three percent of the key informants reported that the number of strikes and fights had reduced in schools and communities. Local leaders interviewed during the evaluation stated that youth had been resourceful in resolving conflicts as far as domestic violence and land disputes were concerned. After the training, all youth in the FGDs realized that they needed to live in harmony with their neighbors and promote peace in the entire community. An appreciation letter from the local government administration in Mbaare subcounty to ICODI on 14 November, 2017 also affirmed that violence in families had reduced as a result of the training.

**Increased peaceful coexistence.** Intertribal conflicts had gone down as youth had learned how to live with people from different cultures, religions, and countries. Youth shared beliefs about refugees that provoked hate between groups during the three FGDs. Over 50% of participants believed that refugees had come to take their land, and this lack of trust resulted in discrimination and hate. After the training the youth focused on understanding and freely engaging with youth from other cultures and religions. One refugee from the Democratic Republic of Congo mentioned in an FGD that after the training and with the youth peacebuilding clubs in the community, she felt free to engage with youth from the community and no longer feared moving around, because conflict had reduced.

***"I used to feel so isolated and lived in constant fear due to the conflicts in the camp. I now feel free and have many friends, and no longer in fear to move around at any time of the day."***

***~Mugisha Laurent, YPT member, 25, Male, Nakivale, Uganda (FGD, July 10, 2018)***

**Increased levels of individual income generation activities.** Youth engaged themselves in constructive peacebuilding activities. Using the vocational skills they learned, they started to grow cabbages, make soap, candles, and charcoal, and even opened a beauty salon and a barber shop. In Mbaara and Rugaga subcounties, youth claimed that they built their confidence and self-worth, and that their improved vocational skills had improved their income. One youth club member became a registered parish leader and was impressed that the ICODI training had given him the confidence to achieve this goal. ICODI's success in this area aligned with a recommendation in the UNSCR 2250 (2015)-requested progress study which noted, *"Institutions should continue to support inclusive labour policies and practices that ensure equal access for all young people to the labour market; and, remove structural barriers for marginalized youth"* (Simpson, 2018, p.116)

**Improved knowledge and skills in peacebuilding.** The ICODI impact assessment reported that 99% of the youth participants had accepted stopping extremism and instead focused on building peace and embracing diversity. During the monitoring and evaluation of the

peacebuilding clubs, approximately 70% of youth reported that they felt equipped with peacebuilding knowledge and skills after the training. The youth participating in the Nakivale FGD had learned the value of creating good relationships and respecting people from different origins and cultures. Indeed, one male youth said he was campaigning to become a local council leader to bring change to his community. He had been inspired by the knowledge gained during the training.

**Factors Helping Improve the Project's Peacebuilding Impact.** There were both internal and external factors driving the success and impact of the project, as highlighted below.

**Internal factors.** The project was able to reach additional young people beyond the YSF contract targets because it was highly welcomed by local youth and leaders. Some of the local leaders noted during the KIIs that they had directly benefited from the ToT. ICODI had also worked with partners such as the local government of Isingiro and Mbarara and the Real Agency for Community Development (RACD) to assist with mobilization and training.

**External factors.** Youth equipped with peacebuilding knowledge and skills engaged in spreading skills to other youth. For instance, young people from Isingiro Secondary School peacebuilding club created a weekly schedule to present peace talks, drama, and skits promoting peace. They also met and recruited new members on the same day.

Youth developed positive attitudes and relationships among themselves which in turn reduced conflicts. One of the three FGDs mentioned that young people in Rugaga subcounty learned that they were equal and there was no need to discriminate against others because of culture or religion, since being a refugee is not a choice. They learned how to solve conflicts in mature and respectful ways, without fighting, and also gained skills that led to their own self-employment.

#### **Factors Hindering the Project's Impact.**

1. *Lack of funding.* ICODI reported lack of funding to continue equipping youth with vocational and peacebuilding skills beyond the end of the project. All of the FGDs cited lack of funds as a major factor hindering the success of their club activities. They claimed they could not afford transportation to attend club meetings and could not access Airtime to facilitate communication and mobilization of new club members. Thirty-three percent of FGD participants in Nakivale reported that they had to walk long distances to attend meetings and campaigns for new members. Young people had great project ideas but could not execute them effectively due to insufficient capital for starting up. Those who had been running agricultural projects lacked the finances to transport their products. Participants showed a lot of interest in learning more about income generating activities, but this was not possible, as ICODI could not support them beyond the end of the project.
2. *Lack of identification.* Youth would like to be easily identified by communities in their efforts to promote peace. They noted in the written surveys and FGDs that this identification could take the form of t-shirts or caps with a message of peace. They believed that with identification, the community would take them more seriously during their peacebuilding campaigns.

3. *Tight school program.* Youth in secondary schools had to continue with curriculum activities at the same time as attending the 4-day ToT course, making it a challenge to fully commit to the training.

## Recommendations for This and Similar Projects

The following recommendations for similar projects in future are based on findings from direct and indirect beneficiaries and the project implementer.

**Increase the project period.** ICODI noted that the project implementation period should be increased to one year, as 6 months is too short to provide technical support and follow-up with project beneficiaries. Having a slightly longer period would promote strong project scalability and sustainability.

**Increase funding.** There is still a need to reach many other young people in other subcounties and districts and equip them with ToT skills for greater impact and scalability.

**Scale up project to reach more surrounding counties.** This project had a substantial impact on youth in Isingiro, and mutual trust developed between refugees and host communities. During the evaluation, all of the leaders interviewed called for project expansion to bordering districts surrounding the refugee camps as the number of refugees is increasing.

**More opportunities for income generation activities.** Providing additional peacebuilding and vocational skills enhanced young people's capacity to influence their peers to join peacebuilding initiatives. However, they also requested more support in creating income generation opportunities such as rearing goats and cows, which would keep them occupied, promote teamwork, and encourage peaceful coexistence.

**Provide more peacebuilding opportunities for youth.** Community leaders should be encouraged to involve youth in community conflict resolution platforms so that they remain at the forefront of peacebuilding. One of the local community leader in Mbaare sub-county (participant code UICKF7M) during an evaluation interview reported that in some occasions he has involved YPTs in resolving community conflicts ie domestic violence. Many more YPTs and communities are likely to benefit from including more YPTs in community committees such as land committees and other available committees towards community peacebuilding.

**Improve identification of youth peacebuilding initiatives.** Youth requested materials that make them easily identifiable during peacebuilding campaigns, such as t-shirts, uniforms, and caps. They would also wear these uniforms with messages of peace during community drama to engage more youth.



# **SOUTH SUDAN: Culture of Dialogue Versus the Language of Hate**

## **The Youth Peacebuilding Context in South Sudan and surrounding communities**

South Sudan is located in East Africa, bordering Sudan, Ethiopia, Kenya, Uganda, Central African Republic and Democratic Republic of Congo. The civil war in South Sudan entered its fourth year in 2017, spreading across Greater Upper Nile, Western Bahr al Ghazal and Equitorias. Since the start of the conflict and almost two million people have been internally displaced, with another estimated two million seeking refuge in other countries (Human Rights Watch, 2018). It is estimated that at least 50,000 people have lost their lives from the conflict (The world Factbook, 2018). According to the 2008 Sudan Housing and Population Census, 70% of South Sudan's population are youth aged 18-35. The country is home to over 60 indigenous ethnic groups and 80 linguistic partitions (World Population Prospects, 2017).

There have been various peacebuilding initiatives by the United Nations, NGOs, and other national governments to bring peace to South Sudan, with the most recent peace agreement signed between President Salva Kiir and his former deputy Riek Machar in August 2018. Despite numerous attempts to broker peace agreements in the past, violence has still continued to spread. The UN Secretary General describes the recent peace agreement as “a big step forward” towards ending years of brutal conflict (UN News, 6 August 2018).

According to a youth-led assessment by UNICEF in 2012, the future of development and stability in South Sudan depends on its ability to target young people in development by ensuring their safety, health, and productivity. There is also a perception that young people in South Sudan have the urge to participate in peacebuilding but lack the capacity and resources to take any action. They also recognize the need to communicate with each other and establish platforms that are not affiliated politically but based on a common desire to achieve peace (Conciliation Resources, 2018).

## **Project Overview**

This project aimed at ameliorating South Sudan’s fragile, violent context by reorienting the behaviors and attitude of the population towards greater tolerance, inclusiveness, and understanding among different ethnic and socioeconomic groups. The specific project objectives were:

- To enhance the capacity and sustainability of South Sudan media, both electronic and print, to play a more active role in the creation of peace and promoting tolerance, coexistence, and nonextremist approaches.
- To enhance the capacity of young South Sudanese women and local leaders to explore issues affecting them through a constructive, solutions-oriented approach geared towards reconciliation and conflict transformation.
- To establish a platform for young South Sudanese women, civil society, and local government officials to foster greater collaboration regarding constructive dialogue, increased understanding of local conflict dynamics, and issues of key importance to youth, thereby promoting greater moderation and tolerance throughout society.

## **Applying the Methodology with FOFCOD**

The methodology included a secondary desk review of project materials from FOFCOD, and primary data from direct beneficiaries and key stakeholders. Data collection involved Skype interviews, online surveys with key stakeholders, and phone and face-to-face interviews with direct beneficiaries. Distance and availability made it challenging to meet some participants face to face. With participant approval, evaluators recorded some interviews for analysis.

Before data collection started, the evaluation team informed participants about the purpose of the research. While explaining the related procedures, they secured respondents’



written and verbal consent by phone, and asked permission to record interview sessions. Finally, the evaluation team notified participants on:

- their rights to decline to participate and to withdraw from the study at any time.
- potential risks and prospective research benefits.
- confidentiality and privacy terms, including the use of their data, case materials, photos, audio, and video recordings.
- whom to contact in case of follow-up questions and feedback.

**Summary of Limitations.** A delay in obtaining participant contact details and additional project materials, as well as poor communication from the implementing partner, greatly affected the data collection and reporting timeline. The implementing partner was not immediately responsive by email and was unreachable by phone and Skype. It was not possible to reach those participants on the mobile network known as Vivacell, as it was disconnected by the South Sudanese government on 20 March, 2018. Due to the changing conflict situation in South Sudan, the majority of participants had relocated from Juba and they could not attend face-to-face sessions. Evaluators could not invite some participants to phone interviews as their phones remained switched off during data collection activities. In addition, the implementing partner did not provide contact details of indirect beneficiaries, which made it difficult to further assess the project impact in Juba and the surrounding communities. As some of the beneficiaries were fluent in Arabic, the team recruited a local enumerator with English and Arabic skills to lead conversations with the beneficiaries under the supervision of the Local Evaluator. Due to the lack of an audio recorder, the enumerator could not record interview sessions.

## Quantity and Quality of Data Collected

Due to the limitations presented above, the Evaluation Team conducted four face-to-face interviews and five phone interviews with direct beneficiaries, one Skype interview with the Director of ICODI, and one online survey with the ICODI Project Manager. Thirty-three percent of direct beneficiaries interviewed were male and 66.7% were female. The evaluation relied on both responses from beneficiaries and the secondary data review of project materials received from FOFCOD.

**TABLE: Evaluation Participants by Type and Evaluation Method Used**

	Youth		Other Stakeholders		total	total	ALL TOTAL
	M	F	M	F	M	F	M&F
<b>South Sudan: Forum for Community Change and Development (FOFCOD)</b>							
Interviews	3	6	0	1	3	7	10
Surveys	0	0	1	0	1	0	1
<b>FOFCOD Totals</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>11</b>

## Findings

All participants interviewed were excited to take part in the workshops and hoped to be part of further, similar workshops. According to the Director of FOFCOD, most participants wished the training could have been extended for many days and included many people. All participants interviewed had made friends and met individuals from different cultural and religious backgrounds. According to one participant, the workshop taught them that they should not rely so much on political leaders for peace, but rather that they should build peace among themselves.

The 1-day workshop on the culture of dialogue versus the language of hatred gave youth a chance to participate in discussions on peacebuilding topics. One participant mentioned that through engaging in economic activities they would become increasingly occupied. According to this participant, young people had engaged in talk shows which appeared to contribute significantly to conflict transformation, mediation, and peacebuilding among the listeners. For instance, Gloria Minasare, a 25-year-old female trainee in Juba, highlighted her interactions with the media as follows: *"I have called the radio several times as I inform the youths to participate more on games, activities so that they get to interact with people from different cultures"* (YP phone interview, July 20, 2018).

One participant claimed that he had been able to use the knowledge from the workshop to build peace in his surroundings. He also pointed out that the workshop had helped him positively change his attitude and behavior, which had consequently had a positive impact on his friends. All participants maintained that the workshops had given them the confidence to stand out and express their opinions. In particular, one trainee described an incident that almost turned violent:

*I am no longer a fan of violent kind of fight where by when a youth hungers you, you responds by boxing each other, this kind of conflict resolution does not work for me anymore. For example: we went on a pitch playing football in my village and somebody tackled a friend of mine badly in the field and they were nearly boxing one another, I intervened and was against the fighting and stopped the fighting which was to continue ahead. I don't have a platform to resolve conflict on higher level but from my level I find*

*how to associate and reduce violence* (Joshua Twin, Male, 26, Juba S.Sudan, phone interview, July 20, 2018).

According to another participant interviewed, media involvement played a positive role in promoting the dissemination of peacebuilding messages through talk shows. One participant stated that those who had not had a chance to attend the workshops had had the opportunity to learn by listening to talk shows in Juba and nearby villages.

All beneficiaries interviewed shared the view that peacebuilding is a joint responsibility for all young people in South Sudan, regardless of ethnicity, religion or gender. One out of seven participants gained the confidence to address people during public dialogues and also gained skills in resolving conflicts between their friends. According to over 40% of beneficiaries, young people should continuously preach messages of peace to their peers and raise their voices against violence. One beneficiary stated that the culture of “payback” had greatly reduced in the community after the FOFCOD training.

**Completed Activities.** FOFCOD completed the following activities over the project period of 6 months:

- A 1-day capacity building workshop for 55 media representatives on the role of radio in conflict transformation and strengthening peacebuilding. This activity was initially planned to be divided into two workshops: the first for 30 radio producers and presenters on the role of radio in conflict transformation and peacebuilding, and the second for 25 radio presenters, print journalists, and editors on peacebuilding. The two workshops later merged into one after an agreement with the donor, due to insufficient time to conduct both.
- Production and dissemination of 500 copies of radio peacebuilding guidebooks.
- A 1-day leadership and conflict transformation workshop for 50 local youth leaders.
- A 1-day advanced training workshop for 30 shortlisted youth leaders on mediation, peacebuilding, and community mobilization.
- Production and dissemination of 1,000 copies of youth and peacebuilding guidebooks.
- Two county and state dialogue forums targeting 100 participants over 2 separate days.
- A 1-day peacebuilding summit for 50 participants involving religious and local leaders.
- Two radio talk shows produced by beneficiaries.
- It was not possible to verify if the project produced the five write-ups by trained print journalists on community issues, disseminated to government leaders, as FOFCOD did not provide the write-ups for review.

***TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity***

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

**TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee's Final Report and Evidence**

*(View table on following page.)*

South Sudan: FOFCOD					YSF Contract		Claimed													Reach % Change		Engagement Depth		Engagement Score																		
KEY: n = no claim made, F = female, M = male, Y = youth 18-35, C = child 0-17, A = adult over 35, YA= Youth & Adults					Units		People to Reach					People Reached					TOTALS																									
YSF Grant \$25,000					Budget \$28,324		Actual \$ 28,444		Y		A		C		All		Units		FY		MY		Y		FA		A		A		C		C		F		M		All			
Outcome 1 South Sudanese media play a more active role in the promotion of non-adversarial, non-extremist views & demonstrate an increased level of coordination & O1 total 720																																										
Act:1.1 Conduct 1-day capacity-building workshop for 55 media persons on the role of radio in conflict transformation & strengthening peacebuilding					1		0		0		0		55		1		0		0		0		0		0		0		0		0		0		55		0.0%		4		220	
Act:1.2 Produce & disseminate 500 copies of a radio peacebuilding guidebook, available online & for training					500		0		0		0		500		500		0		0		0		0		0		0		0		0		0		500		0.0%		1		500	
Outcome 2 Targeted communities engage in border & more inclusive dialogue																																										
Act:2.1 Conduct 1-day leadership & conflict transformation workshop for 50 local & youth leaders					1		0		0		0		50		1		0		0		0		0		0		0		0		0		50		0.0%		4		200			
Act:2.2 Conduct 1-day advanced training for 30 shortlisted youth leaders on mediation, peacebuilding, & community mobilization					1		30		0		0		30		1		0		30		0		0		0		0		0		0		30		0.0%		4					
Act:2.3 Produce & disseminate 1,000 copies of a youth & peacebuilding guidebook, also available on FOFCOD website & to share with media organizations, youth, & women participants					1,000		0		0		0		1,000		1,000		0		0		0		0		0		0		0		0		1,000		0.0%		1		1,000			
Act:2.4 Conduct 2 1-day dialogue forums targeting 100 participants					2		0		0		0		100		2		0		100		0		0		0		0		0		0		100		0.0%		4		400			
Outcome 3 Train beneficiaries to promote mediation & dialogue as peace ambassadors																																										
Act:3.1 Organize 1-day peacebuilding summit for 50 participants with CSO leaders, religious leaders & local leaders (to include activities such as radio, telephone calls, & email)					1		0		0		0		50		1		0		0		0		0		0		0		0		0		50		0.0%		4		200			
Act:3.2 Conduct 2 radio talk shows by trained beneficiaries quarterly & produce 5 write-ups by trained print journalists on community issues; disseminate to CSOs, government leaders, youth, & women					6		0		0		0		0		6		6		0		0		0		0		0		0		0		0		0		na		1		0	
Totals					1,512		0		0		0		1,785		1,512		0		0		130		0		0		0		0		0		0		1,785		0.0%		TOTAL		2,520	

### **FIGURE: Project Phases; Timing, Participants, and Quantity of Activities**

**To what extent were the project activities implemented adequately?** The project achieved its targets as planned in the YSF contract, despite the fact that there was a slight alteration to two activities as a result of time constraints (see previous section on the merging of the peacebuilding workshops).

**Youth Participation Quality.** Youth participated in the project to a great extent, as the majority of the trainees were young people. They also took part in the radio talk show discussions on Radio Bakita and Radio Miraya, local radio stations in Juba with coverage in other parts of South Sudan.

**To what extent was the participation of youth beneficial and meaningful for them and for the project?** Youth discussions on talk shows and debates during the workshops encouraged others to self-reflect and change their behaviors towards building and strengthening peace. The interactions during the workshops also helped to promote positive relationships, regardless of cultural and religious backgrounds.

**To what degree did the project vary in involvement and effects with regards to women vs. men/ girls vs. boys?** The project reported youth participation without clear disaggregation of gender, which made it a challenge to ascertain the degree of gender-balanced involvement. According to the final FOFCOD report, the organization values the role of gender equality and equity in its activities.

**How were children involved or impacted?** There was no declaration on project involvement with children, therefore, the Evaluation Team could not verify the project's impact on this age group. The projects radio broadcasts were likely to have reached children, however, we did not have a means of verifying how the radio discussions impacted the children

**What was the project's peacebuilding impact?** As the majority of activities were completed as planned in the YSF contract, beneficiaries and key stakeholders reported a significant amount of change resulting from the project. Impacts included the following:

**Improved personal behavior and attitude.** Some participants reported personal behavioral changes during FOFCOD impact assessment in terms of resolving personal conflicts. They confirmed this during the evaluation, as more than 50% of beneficiaries reported that they now resort to calmer methods of resolving conflicts. One beneficiary noted during the evaluation that he no longer physically fought to resolve differences but instead moved away from violence and encouraged his friends to maintain peace during disagreements. He believed that positive change in oneself positively affects the people around you.

**Improved media programming and content.** Following the training, the majority of media beneficiaries had the capacity to engage with guests and listeners during a discussion of community concerns. Impact assessment by FOFCOD reported that they had better



understanding of how to bring people together and address conflict in their programs. One male youth from Wau responded in the evaluations that he used to believe that radio was just for making money, but after the project he believed he could use the skills from the training to spread messages of conflict resolution and peacebuilding.

***Improved capacities in conflict resolution.*** A number of youth and local leader participants reported an increased understanding of conflict resolution, according to FOFCOD internal impact assessment. FOFCOD's YSF Final Report claimed that the assessment reported that 49% strongly agreed that they had better understanding of conflict resolution, and 38% strongly agreed and 56% agreed that they had better understanding of conflict resolution strategies. More than 50% had built their confidence in dealing with conflicts and approximately 60% reported that they had improved their negotiation skills. During YP's evaluation, 100% of direct beneficiaries interviewed reported that they had increased their capacity to resolve conflicts in their day-to-day lives. One beneficiary mentioned that even though he did not have a bigger platform to resolve conflict, he was able to reduce violence amongst his friends and colleagues.

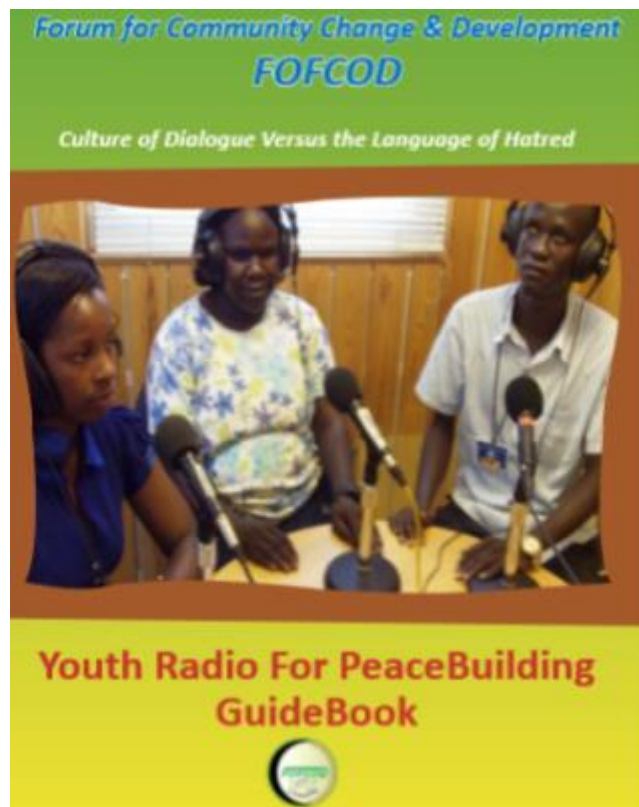
***Continued positive relationships.*** Positive friendships between people of different cultures, tribes, and religions is a huge step towards peaceful coexistence. During the evaluation, some beneficiaries claimed that they had more than two friends they had kept in touch with after the training, with no concern for which tribe or part of the country they came from. More than half of youth interviewed reported that the training had enabled them to make friends who they had kept even after the training. Anne, the Executive Director of FOFCOD, mentioned that the training had brought together people from different tribes who had never been in a room together. One young female participant noted that if they spent more time together, there would be no reason to keep fighting.

***Commitment to spread messages of peace to others.*** During the FOFCOD impact assessment, most participants reported that they had passed knowledge from the training to friends who had not attended. In the impact assessment, a beneficiary who worked with the radio mentioned that he was able to pass on the knowledge from the training to his listeners in his two radio programs. In the YP evaluation, more than half of respondents claimed to have made efforts to teach peace to friends or via radio platforms. One young respondent in Juba shared the fact that she had called radio stations many times during discussions to urge youth to positively interact more with people from different cultures and tribes, and that she had also shared the youth peacebuilding guidebook with friends so that they could benefit from the same knowledge that she had.

***Were the objectives and expected results adequately achieved?*** The project targeted a group of young journalists, graduates, local leaders, and young women involved in the media. The implementing partner was to work in collaboration with different media houses and a project management committee to identify the most vulnerable young women and further youth suitable for the program. The project included the following outcomes and activities:

- *Objective 1:* To enhance the capacity and sustainability of the South Sudanese media, both electronic and in print, to play a more active role in creating peace and promoting tolerance.

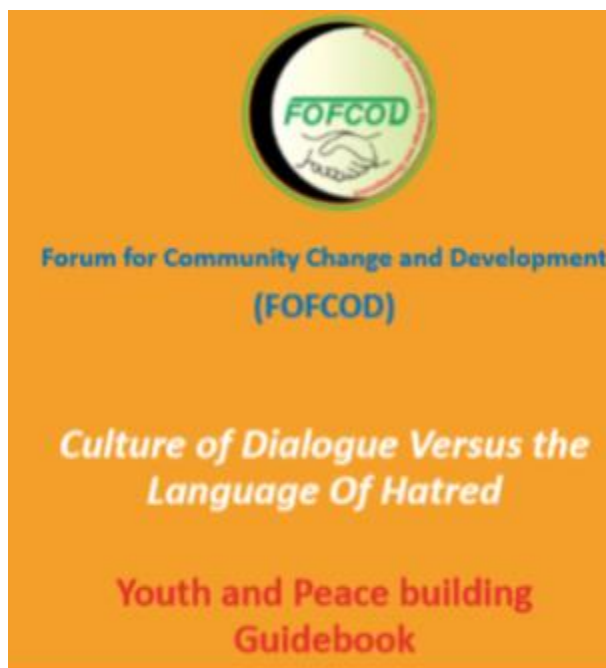
- The project organized a 1-day workshop for 55 media personnel on the role of radio in conflict transformation and strengthening peacebuilding. Over 54% of participants from the media reported an increased understanding of conflict resolution compared to before. Over 45% agreed to the fact that their understanding of conflict resolution had increased because of the training.
- The project produced and disseminated 500 copies of the radio peacebuilding guidebooks to participants, with copies made available online for others to access.



Youth Radio for Peacebuilding Guidebook cover page.

- *Objective 2:* To enhance the capacity of young South Sudanese women and local leaders to explore issues affecting them through constructive, solutions-oriented approaches towards reconciliation and conflict transformation.
  - The project organized a 1-day workshop on leadership and conflict transformation for 50 local and youth leaders. According to the FOFCOD evaluation report, almost 50% of project leaders reported an increased understanding of conflict resolution as compared to before and expressed an interest in being part of future peace initiatives.
  - The project conducted a 1-day advanced training session on mediation, peacebuilding, and community mobilization for 30 shortlisted youth leaders (shortlisted from 1-day workshop of 50 local and youth leaders).
  - The project produced and distributed 1,000 copies of a youth peacebuilding guidebook for youth leaders and media organizations. Below is the cover page of the peacebuilding guidebook.
  - The project also conducted two 1-day forums targeting 100 participants. The aim of the summit was to bring trained participants from the media, youth, and local leaders together to build a common vision for media reporting and peacebuilding.

- **Objective 3:** To establish platforms or mechanisms for young South Sudanese women, civil society, and local government officials to foster greater collaboration in terms of constructive dialogue, increased understanding of local conflict dynamics, and issues of key importance to youth.
  - To achieve the above outcome, the project organized two radio talk shows creating a platform for listeners and participants to teach peace.
  - The project also organized a 1-day peacebuilding summit for 50 participants through radio, telephone calls, and emails.



*Youth peacebuilding guidebook cover page for youth leaders.*

**Factors helping improve the project's peacebuilding impact.** There were both internal and external factors contributing to the success of the project. The key factors are listed below.

**Internal factors.** FOFCOD provided additional training - such as in tailoring and information technology - so that more youth could gain additional skills to earn a living. This prevented involvement in malicious activities, as young people were consistently engaged in positive activities. According to the Director of FOFCOD and one of the participants, the youth radio for peace and youth peacebuilding guidebook reached more people who did not attend the training.

**External factors.** The two radio talk shows disseminated peacebuilding information to people in villages who did not have a chance to attend the training.

**Factors Hindering the Project's Impact.** The impact of the peacebuilding project was hindered by the following activities:

**Internal factors.** The media and youth leader guidebooks were in English, despite the fact that some participants only knew Arabic.

**External factors.** FOFCOD reported in their interim report that they were unable to begin the project on time as the bank had delayed the release of funds, forcing them to open an alternative bank account. One of the key stakeholders noted that the project implementation period was restrictive.

## Recommendations for This and Similar Projects

The below recommendations are based on observations from secondary data from FOFCOD and the YP evaluation interviews and survey.

**Provide more training on conflict resolution.** As reported in the FOFCOD impact assessment, participants wished the training sessions could continue. They even suggested that more conflict resolution training should be channeled towards local officials so that they have more skills to contribute to peacebuilding in their communities. More than half of respondents also called for further, similar training for more youth for the greatest impact on society.

**Extend the project implementation period.** FOFCOD noted in a survey of key YSF stakeholders that the project's allocated time period was too short to yield the best peacebuilding results. A longer implementation period could have greater impact on beneficiaries.

**Translate guidebooks into local languages.** Youth found the media and youth leadership guidebooks useful, and having the books translated into Arabic could enable wider dissemination. A participant noted during the FOFCOD impact assessment that there is a need for more educational and communicative materials in local languages, to allow for wider distribution.

**Increase collaboration with government and other stakeholders.** The government and community leaders play a key role in influencing conflict resolution either positively or negatively. It is therefore crucial to have them at the center of key project activities, such as involving representatives from government and key institutions in local radio talk shows, to ensure that they contribute to peacebuilding.

**Develop clear project follow-up and sustainability plans.** There is a need for follow-up with beneficiaries after the training. This could be done by creating a common platform on which they can interact and exchange ideas, or a platform for them to easily obtain new or updated information. Evaluators found no evidence of the organization making continued efforts to maintain the project's impact beyond its closure.



## MOROCCO: Chantiers Sociaux Marocains (CSM)

### The Youth Peacebuilding Context in Moroccan communities and districts

Over the second half of the twentieth century, Morocco has become one of the world's major emigration countries. Notwithstanding increasing European immigration restrictions since the early 1970s, Moroccan emigration has shown a striking persistence and has become more diversified, both in terms of destination countries and origin regions within Morocco (Mohamed, Hein, & Katharina, 2015).

Hein (October 1, 2005) noted that *“the challenges and responding to the rise of pressures from many domestic and international institutions and organizations, Morocco has in recent years seen intense legislative activity regarding migratory issues. There is a long standing argument that Rabat has always approached the problem from its security aspect and “continued to play the policeman of Europe” when it came to managing sub-Saharan immigration.”* Certainly, the country has leveraged the issue to gain numerous trade and financial benefits from European partners as well as advance some of its geopolitical and economic interests in the region. Rabat signed a raft of agreements with the EU aimed at strengthening border security and has been rewarded in return with millions of dollars in funding.



The important role of young people in building peace and challenging violent extremism is gaining recognition within the international community (UNSCR 2250, 2015). It represents a shift from the dichotomy of youth as either perpetrators or victims of violence to a perception of youth as agents of positive change and peace.

Reeda Kheder (July, 2017) noted that:

*Moroccan youth represent over 30% of the population; they are a pool of untapped talent with the potential to become active members in the political process. Engaging them in peacefully participating in their country's political processes and allowing them to have a voice in their country's future is a critical factor in creating a strong Morocco. Located in an area full of turmoil, the country - being one of America's oldest MENA allies - continues to set itself apart from the rest of the region. Equipped with the right skills, Moroccan youth can keep the country moving in the right direction.*

## **Project Overview**

The Bridge to Coexistence project aimed to promote the social inclusion of migrants using arts as a vehicle to encourage intercultural understanding and collaboration. The project utilized a traveling caravan to create a space of artistic expression and dialogue between Moroccans and migrant communities in five small cities in Morocco, thus breaking stereotypes and reducing xenophobic incidents. The project objectives were to:

- Introduce 180 young Moroccans and migrants to values of coexistence through workshops.
- Reduce prejudice among a target of 400 migrant and Moroccan communities through art exhibits, music concerts, film projections, discussions, and producing a video documenting the caravan of 400 people.
- Establish a common ground of actions on promoting cultural coexistence with more than six local NGOs in each city, including capacity building and planning with these NGOs on how to continue implementing intercultural activities in their communities.

## **Applying the Methodology with the CSM Project**

The study ensured valid, reliable, and methodologically consistent data collection between all contexts. The direct beneficiaries of the project were Moroccan youth and migrants who benefited from various peacebuilding activities such as art exhibits, music concerts, film projections, discussions, and the production of a video documenting the caravan. The study involved a desk review, and interview with the Project Coordinator, survey data collected from three sampled project beneficiaries using a Google survey form to capture data to evaluate the impact of the project activities, and one survey focused on YSF services completed by the Project Coordinator, Youness Yassine. The survey form was translated from English into French. Before data collection began, the evaluator explained the purpose of the research and obtained consent. They also notified participants on:



- their rights to decline to participate from the study at any time.
- potential risks and prospective research benefits.
- confidentiality and privacy terms, including the use of their data, case material, photos, and audio recording.
- whom to contact in case of follow-up questions and feedback.

**Summary of Limitations.** Time and financial constraints limited the amount of data that could be collected, who could be accessed for surveys, and the detail of analysis. The relatively limited experience of the Local Evaluator who was responsible for writing the case study impacted the quality of analysis and writing clarity. Respondents' limited access to internet may have reduced the response rate to the online survey. While evaluators sent the Google form to approximately 15 sampled project beneficiaries, only three responses were obtained. A CSM staff member also completed an interview via Skype and an online survey on YSF's process and support. Difficulty in obtaining the relevant project documents in a timely manner from the CSM organization limited the scope of the evaluation.

## Quantity and Quality of Data Collected

Three young people completed YPs online survey focused on the impact of CSM's "A Bridge to Coexistence" project. Despite great efforts to achieve a high response rate from the project's youth beneficiaries, survey responses were received from only these three project beneficiaries (one male and two female).

A project supervisor completed another survey YP developed focusing on evaluating the support YSF offered through their granting program. Youness Yassine, the Project Coordinator, completed a Skype interview with YP's Lead Evaluator.

The evaluation therefore relies heavily on the desk review of project documents.

**TABLE: Evaluation Participants by Type and Evaluation Method Used**

	Youth		Other Stakeholders		total		ALL TOTAL
	M	F	M	F	M	F	M&F
Interviews	0	1	0	0	0	1	1
Surveys	2	1	1	0	3	1	4
<b>CMS Totals</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>5</b>

## Findings

The project aimed to reduce prejudice between migrant cultures and the Moroccan culture from both sides, introduce young Moroccans and migrants to values of coexistence, and establish a common ground of actions promoting cultural coexistence for local NGOs.

Of the three Google form respondents, two were males between the ages of 25 and 35 and one was a female between the ages of 18 and 24. All three participated in the Bridge to Coexistence activities implemented by Chantiers Sociaux Marocains (CSM). All respondents mentioned that the photo exhibition had changed their perspective about relating to others and helped them better understand and be more tolerant of one another. One respondent noted:

*It was a very good experience, I always encourage the promotion of peace in all countries and in the case of Morocco our Sub-Saharan brothers and sisters are always welcome and I invite all Moroccans to treat them well and consider them like Moroccan citizen.* (S. Saoudi, Project beneficiary, 25 to 35, Male, Morocco, YP CSM Survey, July 2018)

### **SPOTLIGHT: Importance of the photo exhibition**

*In the photo exhibition, we see the suffering of migrants and also the positive models of migrants integrated into Moroccan society. It changes our vision a little bit. Also the mixture of music in the concert which brought together more than 6 different African musical cultures. In the discussion workshops, we discussed directly with migrants and we know migrants better. All of this helps us to better understand each other and to be more tolerant with them*

Elamri A., Project beneficiary, 18 to 24, female, Morocco (YP CSM Survey, July 2018)

The three evaluation respondents mentioned that Chantiers Sociaux Marocains' Bridge to Coexistence project helped increase their capacity, commitment, and actions to help bring peace to their community and in turn led to participation in more activities related to intercultural tolerance towards migrants. Ahmed S., a Moroccan project beneficiary between 25 and 35 years old, said, *"...in the debating workshops we have got assets and mechanisms to break stereotypes about migrants and better convince people to coexist with migrants"* (YP CSM Interview, July 2018).

Evaluation respondents stated clearly they believed participation in CSM's Bridge to Coexistence project and related activities, built their knowledge and skills and were able to reduce violence in their communities and promote peace and tolerance.

### **TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

**TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee's Final Report and Evidence**

*(View table on following page.)*

## Morocco: Chantiers Sociaux Marocains

KEY: n = no claim made, F = female, M = male, Y = youth 18-35, C = child 0-17, A = adult over 35, YA= Youth & Adults

YSF Grant \$25,000 Budget \$28,324 Actual \$15,884

### Outcome 1 Breaking down the prejudices toward migrants

Act.1.1.1 Organize the working team & visit/contact potential partners in cities where we will work  
Act.1.1.2 Develop a communication plan; prepare the communication contents (project sheet, posters, roll-up, banners, Facebook page, stickers); print the required communication materials  
Act.1.1.3 Contact partners (NGOs) who are working with migrant artists; contact individual artists; collect the art works from the selected artists  
Act.1.1.4 Prepare the questionnaire for the participants/sheets of opinions  
Act.1.1.5 Prepare the venues (space renting & permission; choose the transport for the caravan; choose the food & the concert materials supplier in each city; choose suitable accommodation)  
Act.1.1.6 Open 1 exhibition of photos & paintings promoting coexistence  
Act.1.1.7 1 documentary screening  
Act.1.1.8 1 musical show

### Outcome 2 180 young Moroccans & migrants introduced to values of coexistence

Act.2.1.1 Contact local coordinators in order to mobilize local partners to gather the 36 young participants needed for each of 5 workshops  
Act.2.1.2 Prepare the workshop content  
Act.2.1.3 Prepare a test questionnaire  
Act.2.1.4 Coexistence debate workshops

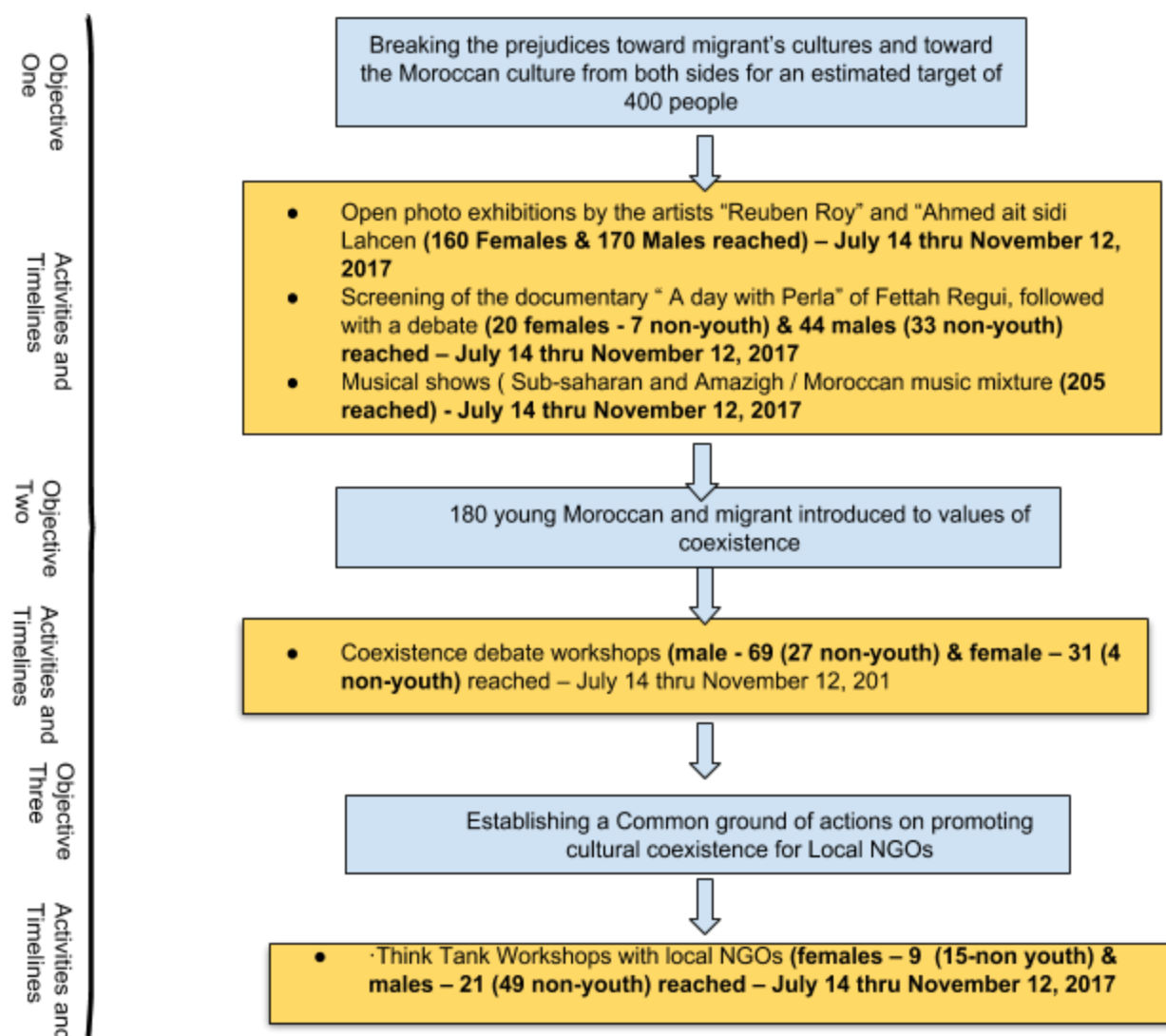
### Outcome 3 Establishing a common ground of actions which promote cultural coexistence for local NGOs

Act.3.1.1 Select the participant local NGOs  
Act.3.1.2 Prepare the content of the workshop  
Act.3.1.3 1-day thinktank workshop with local NGOs  
Act.3.1.4 Produce a Caravan Documentary  
Act.3.1.5 Produce guide on coexistence tools & recommendations

### Totals

YSF Contract		Claimed														Reach % Change	Engagement Depth	Engagement Score				
People to Reach				People Reached														TOTALS				
Units	Y	A	C	All	Units	FY	MY	Y	FA	MA	A	FC	MC	C	F	M	All	All				
cultures & toward the Moroccan culture from both sides for an estimated target of 400 people																				O1 total	1,320	
			</																			

**FIGURE: Project Phases; Timing, Participants, and Quantity of Activities**



**To what extent were the project activities implemented adequately?** CSM staff implemented project activities adequately, and followed the design and workplan. Some of the key activities implemented included:

- **Open photo exhibitions by artists Reuben Roy, Sabine Bécarrd, and Ahmed ait sidi Lahcen.** An exhibition of 15 of artist Reuben Roy's photos highlighted the coexistence of migrants within Moroccan society and their presence in public spaces. Ahmed also started an experimental residency by taking pictures to promote the idea that coexistence can happen even within a short space of time, as well as to show the differences that cultural activities and dialogue can make in creating an inclusive society.
- **Musical shows featuring sub-Saharan, Amazigh, and various Moroccan musical styles.** This publicized the positive potential of mixing cultures, as well as the importance and ease of coexistence rather than rejecting other cultures.

- **A coexistence debate workshop.** The workshop brought migrants and Moroccans together into a common space of dialogue to discuss issues of coexistence.
- **Think-tank workshop with local NGOs.** The aftermath of the activity produced work plans in each of the caravan's to promote values of coexistence, in a manner which varied with the local context for Moroccans and migrants

**To what extent was the participation of youth beneficial and meaningful for them and for the project?** “The association is led by young people,” said Elamri A, a young female project beneficiary (YP CSM Survey, July 2018). Youth participation in project activities was both beneficial and meaningful for them and for the project. This was evident in the fact that to a very great extent, youth ran activities. The project was also able to engage youth across project sites. The three survey respondents also mentioned that youth participation had increased the impact of the project's activities.

***“What I know, young people are the target of the project, and their participation was paramount and fruitful”***

~Elamri A., Project beneficiary 18 to 24, Female, Morocco (YP CSM Survey, July 2018)

**How were children involved or impacted?** Children were part of the audience for the musical shows but were not counted in the YSF Final Report.

**What was the project's peacebuilding impact?** The project recorded a significant impact based on the activities that were implemented.

**Increased participation and action for peacebuilding.** The results show that all participants surveyed agreed that CSM's Bridge to Coexistence project had increased their capacity, commitment, and actions in bringing peace to their community, and that youth participation had increased the project's peacebuilding impact (YP CSM Survey, 2018).

**Promotion of coexistence values.** CSM's activities promoted coexistence values between Moroccans and sub-Saharan migrants as demonstrated by one project beneficiary who stated that:

***“The young people who assisted with the activities have changed their attitudes towards the migrants, and I know young people who were***



***side by side [living harmoniously] with the migrants for the first time.”***

~Elamri. B, Project beneficiary, 18 to 24, female, Morocco (YP CSM Survey, July 2018)

***Increased positive perception towards migrants and Moroccan cultures.*** Pre and posttest results from the workshops also showed that the participants developed a positive perception towards migrants' cultures and Moroccan culture (CSM Program Data, 2018). This was highlighted by Annas E., an 18-year-old Moroccan who noted that, *“I have used the knowledge and skills in the activities in which I participated that promote peace and tolerance as thematic.”* The statement implied that knowledge and skills gained through the program activities were used to promote peace and tolerance in their community.

***Promotion of cultural learning.*** The project promoted cultural learning for migrants, as they realized that in order to integrate they must learn the local Moroccan dialects of the cities where they settled, as well as learning about and respecting local cultures. As mentioned by Ahmed A., a Moroccan project beneficiary between the age of 25 and 35, “During the debates organized, I found young migrants who participated for the first time in this kind of events and express themselves freely side by side with young Moroccans.”

***Creation of a community structure to promote peacebuilding.*** The project created networks in each targeted city with local civil society, and an action plan to fight extremism in those cities.

***“...in the debating workshops we...  
[received] ...assets and mechanisms to break  
stereotypes about migrants and better  
convince people to coexist with migrants”***

~ A. Ahmed, project beneficiary, 25-35, Male, Morocco (YP CSM Survey, 2018)

**Factors helping improve the project's peacebuilding impact.** Both internal and external factors contributed to the project's peacebuilding impact.

***Internal factors.*** The use of a documentary helped enhancing the impact of the peacebuilding activities through publicity and experience sharing on the caravan initiative with civil society and the general public.

- Working with civil and local society helped promote values of coexistence and played a key role in fighting cultural extremism within the Moroccan society.
- The use of a “safe space” model where Moroccans and migrant communities could discuss issues and exchange ideas also promoted the impact of the peacebuilding project.

**External factors.** Local societies were an excellent tool for promoting the values of coexistence through mobilisation.

**Factors Hindering the Project's Impact.** While evaluator recorded no internal factors hindering the project's impact, they identified the following external factors:

- Local civil societies did not have a good understanding of the existing migrant situation in cities, and were not aware of the government's policies on migrants.
- As reported in the CSM's YSF Final Report, many migrants were not interested in project activities which aimed at integration into Moroccan society.

## Recommendations for This and Similar Projects

The CSM project met its objectives in promoting peacebuilding activities in Morocco. However, based on the findings of the evaluation, the team offer the following recommendations for this and any similar projects in future:

**Adapt the safe space model.** This approach brings together people from different cultures and perspectives into one space for discussion on communal differences between communities and the process of integration, thereby promoting peaceful coexistence.

**Promote peaceful messages through music.** Music can promote values of coexistence and give the opportunity for migrants to express themselves. It can also spread peaceful messages and break down prejudices and boundaries between different cultures.

**Increase collaboration with local authorities and the heads of local civil society.** This would improve their knowledge of government policies relating to migrants and enhance their relationships.

**Develop a sustainability plan.** Project implementers should create a plan to ensure that project activities which improve coexistence are maintained, structured, and supported, to sustain values of coexistence and the gains of the project.

**Develop an intercultural learning process.** For better integration, migrants must learn the local Moroccan dialect of cities in which they settle, as well as learning about and respecting local cultures through safe space, workshop and dialogue. Moroccans must also, in turn, respect migrant cultures.



## INDIA: SRADHA

### The Youth Peacebuilding Context in India, Nepal, and Bhutan

**Youth peacebuilding in India.** India, having one of the fastest growing economies in the world and being the most populous democratic country, has faced several threats to its security (Raj, 2013). Naxalism, the Communist Party of India (Maoist), has been identified as one of the biggest internal security threat in India affecting the economy, security, foreign affairs, its citizens, and the rule of law (India's Naxal Problem - Part 1, April 27, 2017). "Naxal" is derived from the name of the village Naxalbari in West Bengal, where the movement originated (India's Naxal Problem - Part 1, April 27, 2017). Indian authorities have responded to Naxalism by mobilizing the state armed apparatuses to uphold 'law and order' (Pradhan, 1975). The roots of Naxalism is believe to be in issues of "*the functional inadequacy of the governance and security apparatus of the state at the grassroots level*" (Amit and Prakash, 2013).

Youth have played a significant role in the Naxal problem as transformative agents, working to:

*mitigate social, economic, and political drivers of conflict for justice and sustainable peace. The characterization of youth as peacebuilders does not reductively see their role as merely ensuring 'negative peace' (as the absence of war and violence), or 'liberal peace' (as the promotion of democracy and free trade) but enables them to play a critical role in challenging the root causes of violent conflict (Laila, 2017).*

**Youth peacebuilding in the Nepal.** Nepal has recently emerged from a 10-year armed conflict and is in a period of significant transition. There has been a growing realization that inclusion of youth is vital for the peacebuilding process and therefore they should have priority in peacebuilding activities (CARE Nepal, 2012; McGill, 2015). In Nepal's recent past, youth, especially men, were engaged by most political parties as part of the trend of militarization during the armed conflict. These parties often encouraged youth to voice their concerns in disruptive and violent ways. The manipulated young population of Nepal continue to be vulnerable to armed groups and acts of violence. However, they are frequently overlooked in policy and social reforms and are often excluded from decision making processes (CARE Nepal, 2012). Nepalese youth under the age of 35 make up over 50% of the population (USAID Country Notes, 2011) and therefore must be considered in all peacebuilding plans.

**Youth peacebuilding in the Bhutan.** Bhutan underwent a major and generally peaceful transformation from direct royal rule to a constitutional monarchy over the course of 10 years (BTI, 2018). Young people engaged in peacebuilding efforts in big and small ways towards this effort. Young people are building bridges across communities, working together, educating each other, and helping to manage conflict and promote peace. Bhutan Scouts Association was formed in 2017 to spread the message of peace initiatives to the rest of the districts in Bhutan (Bhutan Scouts Association, 2017).

## **Project overview**

"Together for Peace – through filming their stories" aimed to engage youth in learning creative skills such as filmmaking and story sharing on the themes of pluralism, tolerance, conflict transformation, violence mitigation, and peacebuilding. The aim was to then engage further youth in understanding, analyzing, addressing, and mitigating violence through peaceful and creative means in India, Nepal, and Bhutan. SRADHA objectives included:

- Building the capacity of 1,000 youth from India, Nepal, and Bhutan to engage in creative filmmaking and storytelling on peacebuilding themes, and to equip them to understand, analyze, and mitigate violence.
- Integrating 120 young filmmakers and storytellers through three film and storytelling clubs across India, Nepal, and Bhutan and engaging with vulnerable youth to promote peace.

## **Applying the Methodology with Project SRADHA**

The study ensured valid, reliable, and methodologically consistent data collection. The primary direct beneficiaries of the project were youth from India, Nepal, and Bhutan, who benefited from various peacebuilding activities through creative story writing, script writing, and filmmaking. The Local Evaluator sent a Google form survey to approximately 88 youth who received training through the YSF-funded project and received 28 responses within the designated time. Three respondents selected through purposive sampling took part in follow-up

interviews to elicit more information and validate project claims and impact. The Lead Evaluator conducted one interview with the Project Coordinator, Saurav Dash, who was 25 years old at the time of project implementation. Dash also completed an online survey focused on assessing support provided by YSF.

Before data collection, the team explained the purpose of the research to the participants and obtained informed consent. The evaluator notified participants on:

- their rights to decline to participate from the study at any time.
- potential risks and prospective research benefits.
- confidentiality and privacy terms, including the use of their data, case material, and photo and audio recordings.
- whom to contact in case of follow-up questions and feedback.

**Summary of Limitations.** Time and financial constraints limited the amount of data that could be collected, who could be accessed for KIIs, and the detail of analysis. The relatively limited experience of the Local Evaluator who was responsible for writing the case study impacted the quality of analysis and writing clarity. There was some difficulty in obtaining the relevant project documents from SRADHA.

## Quantity and Quality of Data Collected

Youth and key stakeholders impacted by the project participated in the online survey via a Google form. Despite great efforts to achieve a balance in gender and country of origin, evaluators garnered data from only 28 project beneficiaries – 10 males and 18 females – with 35.7% being from Nepal, 53.6% from India, and 10.7% from Bhutan.

**TABLE: Evaluation Participants by Type and Evaluation Method Used**

	Youth		Other Stakeholders		total	total	ALL TOTAL
	M	F	M	F	M	F	M&F
<b>India, Bhutan, &amp; Nepal: SRADHA</b>							
Interviews	3	1	0	0	3	1	4
Surveys	10	19	0	0	10	19	29
<b>SRADHA Totals</b>	<b>13</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>20</b>	<b>33</b>

## Findings

The project was implemented in India, Nepal, and Bhutan to equip 1,000 youth to understand, analyze, and mitigate violence creatively; to integrate 120 youth filmmakers and storytellers through film and storytelling clubs to engage and communicate with vulnerable youth; to promote and deliver recommendations on practices through community presentations

and mainstream and nonmainstream media to reach policy makers and NGOs; and to advocate for and foster inclusiveness and diversity. Results from the survey show that more youth in India (15 out of 28) participated in the various program activities than those in Nepal (10 out of 28) and Bhutan (3 out of 28).

The majority of respondents stated that through the program activities, and especially the “Together for Peace” story filming, they had learned about peacebuilding and how to analyze and mitigate violence creatively. Considering each activity the youth participated in and what they had learned, one key finding was that stories and narratives on violence mitigation were a powerful medium in educating youth to be innovative and creative in preventing violence and extremism. Rishab B., a 21-year-old male from India, also noted that the *“activities promoted his appreciation and acceptance of different cultural practices and the ability of youth to solve problems. In addition, life stories and experience of violence provided rich learning”* (YP SRADHA Survey, July 10, 2018).

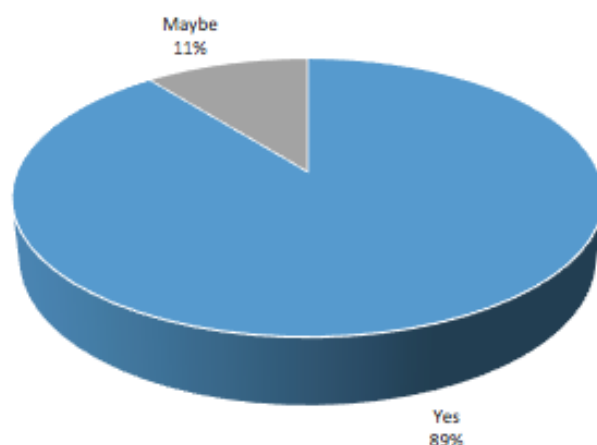
***“I learned creative story writing on peacebuilding, violence mitigation, conflict transformation, prevention of trafficking of girls. And all participants wrote and told their stories on these topics.”***

~ Yushika. P, Youth Filmmaker, 23 Female, Bhutan (YP SRADHA Survey, July 15, 2018)

Approximately 89.3% of respondents mentioned that SRADHA’s “Together for Peace - through filming their stories” project had increased their capacity, commitment, and actions to help bring peace in their various communities. The majority of respondents affirmed that this was due to the inspiration and encouragement they had received throughout the various workshops to make short films on peacebuilding, as well as the courage they had built to talk to friends and community members about peacebuilding activities and resolving conflicts between groups (YP SRADHA Survey, 2018). Premanand. D, a 26-year-old filmmaker from Nepal, mentioned that SRADHA’s activities had helped him develop new ideas and lessons “through stories and film making, and that the activities reached many people during the community campaign”.



**FIGURE: Has SRADHA's project improved your commitments and actions to promote peace?**



Findings indicated that all project participants were taking part in some level of peacebuilding or violence reduction activity following the training they received when filming their stories (YP SRADHA Survey, 2018). One of the respondents described her activity as follows:

*There was a conflict on frequent theft of electric wire in a local community. The rich people were involved to create problem for poor farmers who could not use their water pump due to theft of wire. They lost their livelihood. This happened as the farmers stopped working in rich landlords' land after they have electric pumps supplied by local government. this problem was solved by a youth participant who organised the youths of the community. they discussed the issue by bringing both groups and they agreed that rich people will take responsibility through their influence in power structure to prevent future theft of electric wire and marginal farmers after doing their own agriculture work will share labour to landlords on payment. the long conflict is resolved... P. Yushika, Storyteller, 23, female, Bhutan (YP SRADHA Survey, July 15, 2018)*

Another respondent mentioned that:

*I with other participants prepared a short film on the role of a youth leader to mobilize parents to stop bullying and corporal punishment from school. The story was on how bullying led a youth to resort to violence and later the youth joined extremism to take revenge. We showed the film to the community. People liked our idea but we need more training to make good films ..G. Kasturi, Filmmaker, 21, Female, Nepal (YP SRADHA Survey, July 10, 2018)*

**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

**Completed Activities and Youth Participation Quality.** The project carried out its activities in line with the YSF work plan and its objectives. Young people truly did appear to be the central actors in this project, right from the implementation stage.

Volunteers organized meetings and interaction with marginalized and female participants through face-to-face discussions and, where possible, by telephone contact. This follow-up addressed the aims, objectives, and benefits of project activities and offers of incentives for participation such as transport, accommodation, and T-shirts. Trained volunteers met and interacted with approximately 1,000 marginalized youth (500 females and 500 males) aged 18-35 in different locations across the target regions of India, Nepal, and Bhutan. More than 80% participated in the project's activities.

A storytelling competition was held over one day. Local community-based organizations and community groups contributed their stories during outreach with potential story writers or tellers. In the workshop, selected participants presented their peer-reviewed stories. One thousand participants (500 males and 500 females) attended. They presented 340 short stories mostly in Hindi, English, Odia, Sadri, and Telugu (translated into Hindi). Participants had the opportunity to review fellow attendees' stories.

Creative story writing workshops for 66 identified youth storytellers were organized in four locations: one in Ranchi, India (20 participants), one in Patna, India (20 participants), one in Kathmandu, Nepal (12 participants), and one in Thimphu, Bhutan (14 participants). Participants reviewed and learned such elements of a short story as setting, characterization, plot, conflict, climax, resolution, theme, and point of view. To further improve their stories, participants received hands-on training and guidance in creative writing skills, such as using different sentence types, developing points of view, and creating atmosphere. Approximately 35 stories on different themes including peacebuilding, conflict transformation, diversity, social inclusion, tolerance, and resilience were discussed, and participants offered their peers suggestions for improvement. This activity reached 33 women and men respectively.

A 2-day script writing and filmmaking workshop helped 40 participants learn to write scripts using their own stories, and covered situating characters, physical description of characters, plot, and so on. From the workshop, 35 stories were developed into scripts in different languages, and 30 were finalized in different languages ready for participants to produce films. Similarly, a 1-day capacity building workshop on making short films using peer-reviewed stories was held for 40 youth from Nepal and India, and one for a mixed group of 40

youth from India, Nepal, and Bhutan. The stories and scripts were on the theme of postconflict, peacekeeping, pluralism, diversity and multiculturalism, mediation, and dialogue.

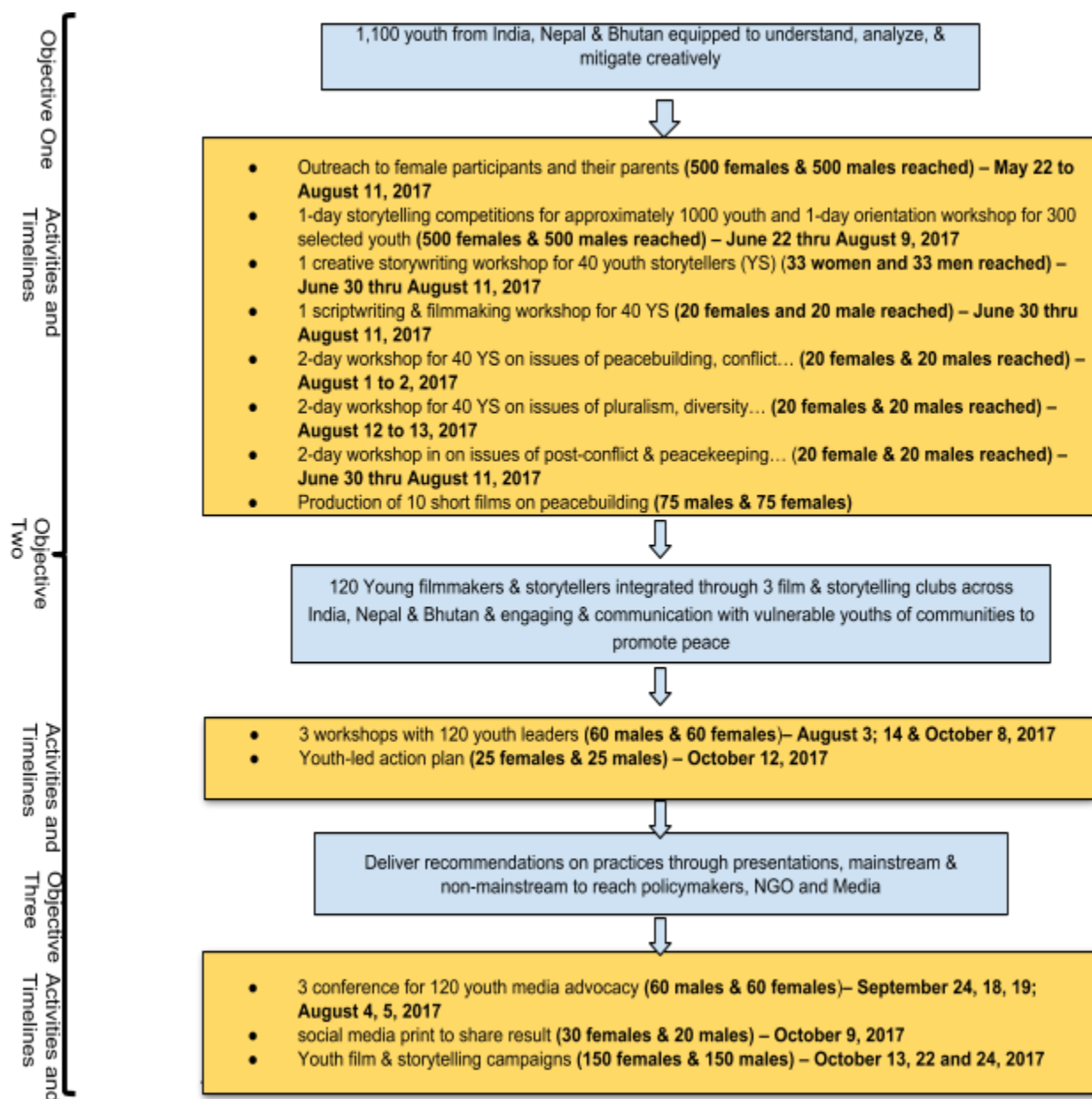
Further to this, a 1-day capacity building workshop on making short films using peer review stories reached 40 youth in three locations in India, Nepal, and Bhutan. The storytelling and script writing focused on peacebuilding, conflict analysis, youth rights, resilience, and tolerance. Participants learned how to create a screenplay from their story or script, prepared loglines, learned the steps for making a short film, prepared storyboards and scripts, and learned about preparation of a breakdown sheet, identifying locations, sourcing equipment and shooting, using editing software, and more. Producing films was also a key activity of the program: 150 young people in 10 groups from India, Nepal, and Bhutan made films of peer-reviewed stories related to peacebuilding, violence mitigation, conflict transformation, and trafficking. These informed the three workshops involving 120 youth leaders to encourage organization of youth film and storytelling clubs in Nepal, Bhutan, and India, and the three youth film and storytelling campaigns engaged youth participants in different locations.

**TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee’s Final Report and Evidence**

*(View table on following page.)*



**FIGURE: Project Phases; Timing, Participants, and Quantity of Activities**



**To what extent were the project activities implemented adequately?** Project staff adequately implemented and completed activities in Nepal, India, and Bhutan. This is demonstrated by the fact that the project was able to achieve the targets outlined in the YSF contract, including the number of people reached.

**To what extent was the participation of youth beneficial and meaningful for them and for the project?** Youth participation in project activities was both beneficial and meaningful



for them and for the project. All survey respondents reported that youth participation increased the project's impact. The project was able to engage youth across the project sites. This was demonstrated by the fact that:

- Youth implemented all program activities.
- All participants were young people, and the trainers were also within the participants' age group.
- Only young people were eligible to participate.

**To what degree did the project vary in involvement and effects with regards to women vs. men and girls vs. boys?** The table above on SRADHA's Project Outcomes, Activities, and Reach show nearly exactly equal participation between males and females. The YSF Final Report claimed activities had 1,513 engagements with female youth, 1,513 with male youth, 1,272 engagements with older females, and 1,270 engagement with older males. The level of precisely equal participation, and acknowledgement of estimation in the YSF Final Report, warrants some level of scepticism with regard to the degree of equal participation.

**How were children involved or impacted?** Though they were not counted in the YSF Final Report, children were part of the audience during filmmaking activities.

**What was the project's peacebuilding impact?**

**Conflict Resolution.** The film screening on marital challenges helped project beneficiaries solve problems through dialogue and nonviolent approaches. The story of a football tournament in which players from rival tribal and caste groups of a village played on the same team contributed to changing the mindset of youth towards living peacefully. In the program communities, youth were sensitized to respect the faith and practices of minority communities through the support of various community and religious leaders, who promoted nonviolence.

**Youth engaged in creative peacebuilding action and helped reduce violence.** The project engaged youth as key players in promoting peacebuilding activities in their communities, and created productive and creative engagement for them. Youth played a significant role in bringing peace to violent communities through their various activities organised in the community.

**Youth employment skills and opportunities were improved.** Through the program activities, youth gained necessary employability skills which opened them up to employment opportunities.

***“Youth [received] skill training and employment coaching for gainful employment, when some get into employment, others will follow and***



***nobody will like to work for violent groups as return is impossible to mainstream life!"***

Sahu. S, 21, Storyteller, India (YP SRADHA Survey, July 19, 2018) .

According to Sahu's statement, youth were involved in the skills acquisition program in order to obtain gainful employment which he believed help reduce youth involvement in violent activities.

**Improved communication skills:** The program improved the communication skills of the project beneficiaries and enhanced their confidence in speaking with others.

***"It built our capacity to speak and listen to others in free and frank manner and to connect with other youth."***

~Kisan. N, 20, Filmmakerale, India (YP SRADHA Survey, July 15, 2018)

**Resolved conflict through dialogue and collaboration.** Through the program activities, beneficiaries (filmmakers and storytellers) developed effective interpersonal skills and the ability to approach colleagues and friends at school to discuss the importance of resolving conflict through dialogue. Youth organized cultural shows and music and dance programs involving all groups in the community, promoting cooperation between these groups.

***"I can now talk on peace building to my friends and in my community on the importance of diversity, resolving conflict between groups by dialogue. I can do this in my college."***

~ S.Koyal, Storyteller, 22, female, Nepal (YP SRADHA Survey, July 11, 2018)

**Project beneficiaries - filmmakers and storytellers - gained a clear understanding of how to analyze and mitigate violence creatively through storytelling and filmmaking.**

- Youth gained a very clear understanding of the program objectives and developed short films promoting peace in their community.

- Nearly all participants (89.3%) agreed that the project had increased their capacity, commitment, and actions to bring peace to their community (YP SRADHA Survey, 2018).
- Program beneficiaries had a better understanding of how to engage young people and community members to promote peace. Through the program activities, youth helped raising awareness about child marriage in their community.

### **SPOTLIGHT: Youth Addressing Child Marriage**

*I organised youth of my village to tackle the problem of violence of girl children. Ours is practice of child marriage. Outsiders come take child brides by paying something to parents. This taking place through middlemen. This is bad. Our youth after organized handed over the middlemen to police. We took the help of teachers, village Panchayat to send and they enroll all girl children in school. Awareness created among the parents. Things now improving. We will make our activity strong.*

N. Farhat Naaz, Storyteller, 23, male, India (YP SRADHA Survey, July 10, 2018)

**Factors helping improve the project's peacebuilding impact.** Both internal and external factors contributed to the project's peacebuilding impact.

- Trained volunteers met with approximately 1,000 girls and other marginalized youth before the primary program activities. These face-to-face interactions provided opportunities to share the project's intent and planned activities, reduce participants' perceived risks, and gain the trust of many with whom the volunteers spoke. The volunteers also received feedback from the youth with whom they met and made adjustment to the program to better fit beneficiary needs and desires. This included adjusting event locations that were more convenient for participants and avoiding festival dates for activities.

The following factors contributed to the success and publicity of the youth filmmaker and storytelling activities:

- The youth conference on media advocacy and outreach, which promoted the films produced by youth. It created relevant opportunities to promote youth films and other related activities.
- The use of social media and print media advocacy, including production of a DVD, e-newsletters, and documentaries; this enhanced publicity of youth peacebuilding activities.
- Creating filmmaking clubs is an avenue to promote the peacebuilding activities by providing YPs with opportunities for dialogue and discussions.
- Media houses covered some of the films produced by the program beneficiaries, and thus, further amplified program activities.

**Factors Hindering the Project's Impact.** There were both internal and external factors which affected or hindered the impact of the project.

**Internal factors.** The duration of activities in terms of the number of days for the workshop. Some respondents mentioned that a longer duration would have greatly improved the impact of the project.

**External factors.** External factors hindering the project's impact included the proximity of activity locations to participants' places of residence, and activity organization during nonfestive periods.

## Recommendations for This and Similar Projects

Based on the evaluation findings, the following are recommended for SRADHA and similar projects:

**Provide more opportunities for youth from isolated areas.** Allow more vulnerable communities to share their life stories on issues relating to violence, extremism, and conflict, and how to use the peacebuilding process to prevent violence and promote peace in their communities.

**Increase collaboration with local authorities and agencies.** This would go a long way in reducing the risks to young people associated with participating, and particularly young females. Local authorities are key players in program implementation in local communities.

**Increase youth participation by bringing the program to the target group's doorstep.** This would encourage the involvement of more young people in the program, and eliminate the costs associated with participation.

**Promote the use of media as an advocacy tool.** This channel creates an avenue to amplify program activities, advocate for and foster inclusiveness, and prevent violence and extremism.

**Improve collaboration with local and national stakeholders.** Collaborating with government, relevant local agencies, and existing community structures during the program design and implementation stage would create a more enabling environment for programming. Existing community structures can facilitate mobilization and promote buy-in of the program activities.



## PAKISTAN: Aware Girls

### Youth Peacebuilding Context in Pakistan

Pakistan has the largest population of young people ever recorded in its history (UNDP Pakistan, 2017). It is currently one of the youngest countries in the world, and the second youngest in the South Asian region after Afghanistan, according to a comprehensive National Human Development Report (NHDR). The NHDR highlighted that 64% of the total population in Pakistan is below the age of 30, and 29% is between the ages of 15 and 29 (UNDP, 2017).

Since the historic 18th Constitutional Amendment in 2010, affairs and policies related to youth have become a provincial subject. Now major responsibility lies with the provincial governments to undertake practical steps for social inclusion of youth in decision making. Additionally, they are responsible for ensuring access to quality education and healthcare, providing employment, and other related opportunities. Providing basic services to youth promotes their role as active contributors to society and allows them more opportunity to reach their potential and achieve their goals. The NHDR highlighted that innovations in youth interaction with society are becoming a lever of transformation, pushing society to give youth space to be heard (UNDP, 2017). To meaningfully engage with this important demographic, society must enter into a social contract which youth accept and the community upholds (UNDP Pakistan, 2017, p. 70, 128, 103). Pakistan's youth have historically been an overlooked, in-between category that typically slips under the development radar. Youth policies have been

piecemeal, with little appreciation of the interconnected forward and backward linkages between the areas that drive youth development.

The United Nations recognizes the invaluable role of young people as agents of change, progress, and development and young people's contributions to conflict prevention and transformation as well as to inclusion, social justice, and sustainable peace. Some in Pakistan are beginning to feel the effects of multiple recent United Nations Security Council Resolutions highlighting young people's crucial role in deterring and resolving conflicts, such as Resolution 2250 (2015), 2282 (2016), and 2419 (2018).

## Project Overview

**Project Description.** In 2017, YSF awarded a \$25,000 grant to Aware Girls in Pakistan to implement the project "Promoting Youth Peace Leadership for UNSC Resolution 2250" in Khyber Pakhtunkhwa province. The project trained 30 potential Youth Peace Activists (YPAs) in a 3-day advanced training course entitled "Youth Leadership, Peace, and Interfaith Harmony Camp," which strengthened participants' peace leadership, interfaith harmony, and advocacy skills. The knowledge and skills developed during the training enabled young people to become active and effective peace activists in their communities.

The trained young people committed to remaining actively involved in activities advocating for the implementation of UNSC Resolution 2250 (2015), for a provincial Youth Peace Policy, and for grassroots activism promoting interfaith harmony, pluralism, and non-violence, as well as using peer-to-peer education to help prevent young people from joining militant organizations.

The YPAs facilitated five consultations with young people living in conflict-affected communities and developed a Youth Charter of Demand (CoD) for a Provincial Youth Peace Policy and a National Action Plan for UNSCR 2250 (2015). The CoD developed in consultation with young people acted as an advocacy tool, on the basis of UNSCR 2250 (2015). YPAs were engaged in small-scale provincial and national level advocacy activities with the aim of sensitizing policy makers to the need and importance of youth and gender mainstreaming in peacebuilding processes. The project ensured that young people participate in peacebuilding processes at the community level, in part to help protect them during conflict situations. For example, the project took measures to shield youth from militants' hate propaganda and prevent recruitment into militant organizations. This, in turn, helped ensure that young people's interfaith and peace initiatives were supported. As a result of project interventions and advocacy, the national government committed to developing a National Action Plan for the implementation of UNSCR 2250 (2015), and the provincial government began drafting a Youth Peace Policy using UNSCR 2250 (2015) and the CoD as a baseline.

These national and provincial policies should help ensure that young people participate in peacebuilding processes as active partners, and that they have support for their peacebuilding initiatives at all levels. As a result of the training, young people actively engaged in grassroots activism with the support of Aware Girls. The trained young people ran study circles, peace education sessions, interfaith harmony dialogue, and poetry sessions which

reached 776 young people vulnerable to the recruitment and narrative of militant organizations, thus helping prevent youth recruitment and promoting a culture of peace, pluralism, and interfaith harmony.

### **Project Objectives.**

1. To sensitize national level policy makers in Pakistan to the need for implementation of UNSCR 2250 (2015) on “Youth, Peace and Security.”
2. To make peacebuilding processes youth-inclusive in Khyber Pakhtunkhwa province and create more policy-level support for youth-led peacebuilding initiatives, by sensitizing provincial policy makers and advocating for a gender-mainstreamed “Youth and Peace Policy” using UNSCR 2250 (2015) as a guiding tool.
3. To promote a culture of interfaith harmony, pluralism, peace, and tolerance in the Khyber Pakhtunkhwa province, through promoting peace leadership among young people and organizing interfaith educational activities for youth.

### **Project’s Expected Results.**

1. Development of a culture of interfaith harmony, tolerance, and nonviolence and peace leadership among the young people of Khyber Pakhtunkhwa Province, and promotion of peace activism among young people.
2. Prevention of vulnerable young people’s recruitment in militant organizations through peer-to-peer education activities.
3. National and provincial policy makers will be sensitized about the importance of youth-inclusive peacebuilding processes, about gender mainstreaming of peacebuilding processes, and about the importance of implementing UNSCR 2250 (2015).
4. The Government of Khyber Pakhtunkhwa Province will develop the first draft of a Provincial Youth Peace Policy as per the CoD developed by the YPAs participating in the project.
5. The Government will have committed to and initiated the process for developing a National Action Plan for implementation of UNSCR 2250 (2015).

## **Summary of Evaluation Methodology**

The project evaluation mainly employed qualitative methods. The methodology included document review, semistructured focused group discussions (FGDs), key informant interviews (KIIs), and surveys. The methodology captured in-depth opinions, views, and experiences of youth engaged or reached through project activities.

The intention of the findings and recommendations is to provide analysis and guidance useful for enhancing support for youth as peacebuilders and prosocial civic participants. Evaluation participants requested conducting activities in their local language due to a low level of English language proficiency; therefore, FGDs and interviews employed the local language of Urdu to ensure maximum participation and contribution.



**Summary of Limitations.** Due to time constraints and security issues it was not possible to conduct research in remote areas of Khyber Pakhtunkhwa province, where some of the project beneficiaries resided. Therefore, data collection activities took place in a safe and accessible area in Peshawar. Aware Girls provided one of their project office spaces for 2 days in Peshawar to conduct evaluation activities.

Evaluators conducted evaluation activities in Urdu. The Local Evaluator possessed the required linguistic abilities in both English and Urdu, was properly oriented on project activities, and had a good knowledge of the local context. This mitigated any potential threats to data validity in translating findings.

The evaluation focused on youth participants rather than all beneficiaries due to financial and time constraints. However, youth participants from different project areas and who were involved in various project activities participated in the interviews and FGDs.

**Summary of Safety and Ethical Behavior Protocol.** Before conducting the FGDs and interviews, evaluators briefed participants on the main purpose of the evaluation. They signed a written consent form to take part in the data collection. Upon participants' approval, evaluators recorded interviews and FDGs to prevent data loss and allow further use in the development of the evaluation report.

**Semistructured FGDs with Youth Peace Activists (YPAs).** “YPAs” refers to the young people who received the 3-day training on “Youth Leadership, Peace, and Interfaith Harmony.” Data collection activities involved two FGDs conducted on 27 and 28 June, 2018 respectively, with eight YPAs on the first day and 10 YPAs from Khyber Pakhtunkhwa province on the second day. Fifty-five percent of FGD participants were female YPAs. FGDs started with an introduction of participants before evaluators explained the purpose of the evaluation. Each YPA confirmed that they did not object to the FGD discussion being recorded for reporting and sharing purposes. Evaluators used semistructured questions to allow for active participation and to increase confidence in sharing experiences and feelings.

## Questions Asked of FGD Participants

*Tell me about the 3-day advanced training on "Youth Leadership, Peace, and Interfaith Harmony" you received from Aware Girls in 2017. What was most valuable about the training and why?*

*Has this Aware Girls project, "Promoting Youth Peace Leadership for UNSCR 2250" increased your capacity, commitment, and actions to help bring peace and interfaith harmony in your community? If not, why not? If so, please explain.*

*Please provide examples of when you or other Young Peace Activists (YPAs) have used the 3-day Aware Girls training on "Youth Leadership, Peace, and Interfaith Harmony" to increase interfaith peace or reduce intercultural violence.*

*To what extent was the Aware Girls "Promoting Youth Peace Leadership for UNSCR 2250" project led by youth (18-35)? Consider each project activity.*

*Did youth participation increase the project's impact? If so, how? If not, why not?*

*Can you give examples of how the Aware Girls "Promoting Youth Peace Leadership for UNSCR 2250" project contributed to reducing violence or increasing interfaith harmony peacefully? In particular, how were any youth vulnerable to militant ideology and recruitment changed through this project?*

*What might future Young Peace Activists do to improve the impact of their peacebuilding projects?*

*What significant lessons have you learned, positive and negative, from your participation in any part of Aware Girls' "Promoting Youth Peace Leadership for UNSCR 2250" project?*

**Semistructured KIs with YPAs.** KIs took place after FGDs and lasted 10-15 minutes. In recognition of participants' potential desire to talk more in depth about themselves, evaluators selected two male and one female respondents from the YPAs for KIs due to their observed willingness to participate during the FGDs.

**Semistructured KI verifying project impact.** Interviews lasted approximately 15 minutes and involved project recipients and staff. The purpose of the semistructured KIs was to collect significant evidence of impact from key project activities. Evaluators recorded interviews for analysis purposes, after obtaining participants' consent. Interview guides sought, for the most part, to be open-ended and to provide valuable opportunities for further interaction and deviations from planned questions.

### Some of the Questions Asked During Interviews

1. What do you remember about this experience (event/activity/project/etc.)?
2. How were you impacted by this?
3. How did this prevent or reduce violence or build peace in your community?
4. Can you share any additional evidence of this impact? (photos, video, articles, etc.)
5. Did youth participation increase the impact? If so, how? If not, why not?
6. Is there anything else you would like to share?
7. Can you share a story of youth peacebuilding and interfaith harmony that helped prevent youth to join militant organizations?"

**Quantity of data collected.** In the field research in Pakistan, a total of 25 youth participated in FGDs and interviews. Some of the participants were indirect beneficiaries and came from the following categories:

- YPAs who had attended the training.
- Young people who had attended the Policy Dialogue.
- Young people who had attended 1-day sessions on UNSCR 2250 (2015).
- Young people who had attended study circles and interfaith harmony activities.

Participants were able to reach the venue from distant areas of Khyber Pakhtunkhwa province despite the challenges of transport availability and extremely hot weather. YPAs and other project recipients were motivated to take part in the evaluation due to their association with the project and project staff. Data collection focused in or around the Khyber Pakhtunkhwa province, where Aware Girls implemented the project. Two Project Managers completed a survey on the YSF program and one was interviewed remotely by the Lead Evaluator.

**TABLE: Evaluation Participants by Type, Gender, and Evaluation Method Used**

	Youth		Other Stakeholders		total	total	ALL TOTAL
	M	F	M	F	M	F	M&F
<b>Pakistan: Aware Girls</b>							
FGD Participants	8	10	0	0	8	10	18
Interviews	5	3	0	0	5	3	8
Surveys	0	2	0	0	0	2	2
<b>Aware Girls Totals</b>	<b>13</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>15</b>	<b>28</b>

**TABLE: Evaluation Participants by Gender and Attendance of 3-Day Advance Training**

Males	Females	Total Who Attend	ALL
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	Attend Training		Attend Training		Training		TOTAL
	Yes	NO	Yes	NO	Yes	NO	M&F
FGD Participants	7 (39%)	1 (5.5%)	8 (44.4%)	2 (11.2%)	15 (83.3%)	3 (16.6%)	18
IV Participants	3 (42.8%)	2 (28.5%)	1 (14.2%)	1 (14.2%)	4 (57%)	3 (42.8%)	7
<b>Totals</b>	<b>10 (40%)</b>	<b>3 (12%)</b>	<b>9 (36%)</b>	<b>3 (12%)</b>	<b>19 (76%)</b>	<b>6 (24%)</b>	<b>25</b>

## Findings

The evaluation participants noted their appreciation of the 3-day training in the FGDs, and reported that it had enhanced their understanding and knowledge of peacebuilding and interfaith harmony. It also increased their confidence in interacting with youth vulnerable to recruitment in militant organizations and youth from minority groups.

The FGD participants also highlighted that they had organized study circles, peer-to-peer peace education sessions, and interfaith harmony dialogues at community level to reach the maximum number of vulnerable youth. Trained YPAs also interacted with policy makers and lobbied them to draft a National Youth Peace Policy.

The project budget was reduced from \$25,000 to \$22,999. This was due to cost-effective planning and dollar exchange gains when dollars were converted into the local currency. The USD exchange rate increased during implementation. Aware Girls claimed to have sent an updated YSF Final Report showing that the full \$25,000 was spent on project related expenses, however, as of 27 September, 2018 YSF had not yet received this updated report.

**TABLE: Qualitative Depth of Engagement Scale for Assessing Each Activity**

level	Qualitative Depth of Engagement Scale
1	beneficiary saw or heard an online, print, billboard, radio, text, or other message
2	beneficiary clicked like or follow on social media, signed a petition, or took other equivalent action
3	beneficiary attended a meeting, presentation, drama, calls, webinar, or other activities for fewer than 2 hours total
4	beneficiary participated in training or other activities totaling 2 hours to 1 full day
5	beneficiary participated in training or other activities totaling more than 1 day to 6 days' full-time engagement
6	beneficiary participated in training or other activities totaling 1 week to less than 1 month full-time engagement
7	beneficiary participated in training or other activities totaling 1 month to fewer than 3 months' full-time engagement (e.g. 5.5 months' half-time engagement)
8	beneficiary participated in training or other activities totaling 3 months to fewer than 6 months' full-time engagement
9	beneficiary participated in training or other activities totaling 6 months to fewer than 9 months' full-time engagement
10	beneficiary participated in training or other activities totaling 9 months' or more full-time engagement

***TABLE: Project Outcomes, Activities, and Reach Agreed in YSF Contract Compared to Grantee’s Final Report and Evidence***

*(View table on following page.)*

Pakistan: Aware Girls		YSF Contract		Claimed																Reach % Change	Engagement Depth		Engagement Score	
KEY: n = no claim made, F = female, M = male, Y = youth 18-35, C = child 0-17, A = adult over 35, YA= Youth & Adults		People to Reach					People Reached													TOTALS				
YSF Grant \$25,000 Budget \$25,000 Actual Cost \$22,999		Units	Y	A	C	All	Units	FY	MY	AI	Y	FA	MA	A	FC	MC	C	F	M					
Outcome 1 A culture of inter-faith harmony, tolerance, non-violence, peace leadership, & activism developed among Khyber Pakhtunkhwa Province youth																							O1 total	2,720
Output 1.1 3-day advanced training for 30 Young Peace Activists (YPAs) from Khyber Pakhtunkhwa Province																								
Act 1.1.1 Develop Training Manual			1	30	0	0	30	1	12	18	30	0	0	0	0	0	0	12	18	30	0.0%	5	150	
Act 1.1.2 3-day advanced training on youth leadership, peace, & interfaith harmony																								
Output 1.2 The 30 YPAs develop initiatives promoting inter-faith harmony, pluralism, & peace in diverse communities																								
Act 1.2.1 30 YPAs develop action plans			0	30	0	0	30	0	12	18	30	0	0	0	0	0	0	12	18	30	0.0%	5	150	
Act 1.2.2 Implement youth-led initiatives promoting inter-faith harmony & a culture of peace, non-violence, & pluralism			0	2,000	0	0	2,000	0	280	496	776	0	0	0	0	0	0	280	496	776	-61.2%	3	2,328	
Act 1.2.3 & 1.2.4 Follow up with & collect reports from YPAs on the implementation of their peace initiatives			0	30	0	0	30	0	7	16	23	0	0	0	0	0	0	7	16	23	-23.3%	4	92	
Outcome 2 Young people vulnerable to recruitment in militant organizations prevented from such recruitment through peer-to-peer education activities																							O2 total	80
Act 2.1.1 30 YPAs conduct peer-to-peer education activities, interfaith exchanges & Study Circles with youth vulnerable to militant ideology & recruitment			n	30	0	0	30	0	9	11	20	0	0	0	0	0	0	9	11	20	-33.3%	4	80	
Outcome 3 & 4 Khyber Pakhtunkhwa Province policy makers sensitized; first policy draft developed about the importance of including youth, gender mainstreaming, & implementation of UNSCR 2250 in peacebuilding processes																							O3 total	1,610
Act 3.1.1 Organize 5 consultations with young people affected by conflict & terrorism to educate them on UNSC Resolution 2250 & to consult them on development of the Youth Charter of Demands			5	120	0	0	120	5	41	83	124	0	0	0	0	0	0	41	83	124	3.3%	4	496	
Act 3.1.2 Develop & share a Youth Charter of Demands			1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	na	1	0	
Act 3.2.1 30 YPAs & 100 consulted youth use social media as an advocacy & awareness-raising tool			n	130	0	0	130	n	41	83	124	0	0	0	0	0	0	41	83	124	-4.6%	4	496	
Act 3.3.1 Organize small-scale advocacy meetings with provincial policy makers			10	0	0	0	0	10	4	9	13	4	9	13	0	0	0	8	18	26	na	3	78	
Act 3.4.1 Multi-stakeholder advocacy seminar for a Youth Peace Policy to implement UNSCR 2250 ("Youth, Peace & Security")			1	0	0	0	0	1	19	57	76	21	38	59	0	0	0	40	95	135	na	4	540	
Act 3.4.2 Develop a report of the multi-stakeholder seminar & share with stakeholders			1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	na	2	0	
Outcome 5 National policy makers sensitized about the importance of youth-inclusive peacebuilding processes, gender mainstreaming in peacebuilding processes, & the impor																							O4 total	450
Act 5.1.1 Organize 10 small advocacy meetings with policy makers at national level			10	0	0	0	0	5	3	4	7	0	0	7	0	0	0	3	4	14	na	3	42	
Act 5.2.1 Organize a national level advocacy conference to advocate for a National Action Plan for the implementation of UNSC Resolution 2250			1	50	0	0	50	1	0	0	15	43	44	87	0	0	0	43	44	102	104.0%	4	408	
Act 5.2.2 Develop conference report & share with stakeholders			1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	na	2	0	
Act 5.3.1 Social media campaign			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	na	1	0	
Totals		31	2,420	0	0	2,420	26	428	795	1,238	68	91	166	0	0	0	0	496	886	1,404	-42.0%	TOTAL	4,860	
% Female & % Male		35% 64%						41% 55%						na na						35% 63%				



**Completed activities.** As per the plan, YPAs started their field activities in their respective communities after training and with active engagement and support from Aware Girls. The following is a summary of participation of youth and nonyouth in project activities:

- A total of 30 YPAs (12 female and 18 male) participated in the 3-day training on "Youth Leadership, Peace, and Interfaith Harmony." These 30 YPAs implemented the following 30 projects:
  - Fifteen study circles, attended by 390 young men and 42 young women.
  - Seven interfaith dialogues, in which 97 young women and 32 young men participated.
  - Five peace education sessions conducted with 122 young women and 41 young men.
  - A poetry session on peace involving 19 young women and 33 young men.
  - Two radio programs on issues of youth peacebuilding.
- YPAs also conducted peer-to-peer education activities with nine women and 11 young men.
- Aware Girls organized five consultations with young people affected by conflict and terrorism to educate them on UNSCR 2250 (2015) and to consult them on developing a Youth CoD. Of the 124 young people who took part in the consultations, 83 were young men and 41 young women.

The following is a more detailed explanation of key activities:

- Development of a quality training manual by resource persons and transparent initiation of a process of shortlisting candidates for 3 days of training. Aware Girls selected 30 YPAs following a process of advertisement, shortlisting, and interviews.
- Resource persons conducted a 3-day advanced training course on "Youth Leadership, Peace, and Interfaith Harmony" to equip trainees with skills and knowledge of peacebuilding, promoting interfaith harmony, and advocacy for UNSCR 2250 (2015). FGD participants appreciated being equipped with knowledge and skills for the protection of young people. This was the first time project recipients had learned how and why national-level implementation of the Resolution is essential for addressing extremism in Pakistan.
- The YPAs developed action plans and campaigns in consultation with the resource persons to engage other young people and stakeholders in the community in promoting a culture of tolerance and pluralism. They engaged with other youth in their communities through peer-to-peer education, interfaith exchanges, study circles, radio programs, consultations, advocacy meetings, social media campaigns, a multi-stakeholder advocacy seminar, and a national-level advocacy conference and meetings. These activities reached at least 776 young people vulnerable to the recruitment and narrative of militant organizations, thus helping prevent such recruitment and promoting a culture of peace, pluralism, and interfaith harmony.
- The trained young people committed to actively remain involved in activities advocating for the implementation of UNSCR 2250 (2015), for a provincial Youth Peace Policy, and for grassroots activism to promote interfaith harmony, pluralism, and nonviolence, as

well as preventing young people from joining militant organizations through peer-to-peer education.

- Trained YPAs also facilitated five consultations with young people living in hostile and conflict-affected communities to develop a youth CoD for a provincial Youth Peace Policy and National Action Plan for UNSCR 2250 (2015).

**Summary of total estimated beneficiaries.** Aware Girls' final report made no estimation of beneficiaries for several activities, such as those involved in the two YPA-led radio programs and YPAs and other youth equipped to use social media as an advocacy and awareness-raising tool. Including beneficiaries from these two activities alone would have likely added thousands to the project's reach and thereby drastically increased its total engagement score. This would have in turn resulted in a cost per engagement that was a fraction of the estimate based on claims made in their YSF Final Report. The following are those estimates included in Aware Girls' YSF Final Report:

- A total of 428 female and 795 male youth participated in project initiatives (study circles, interfaith dialogue, peace education sessions, peace poetry sessions, and radio programs).
- A total of 91 nonyouth men and 68 women participated in seminars and advocacy events.
- The project engaged a total of 1,404 beneficiaries.

**To what extent were project activities implemented adequately?** Most of the proposed project activities were implemented adequately, despite security and access challenges in Khyber Pakhtunkhwa province. Aware Girls' quality implementation process and project recipients' enthusiasm assisted implementation.

**To what extent was the participation of youth beneficial and meaningful for them and for the project?** More than 90% of FGD participants highlighted that youth participation in the project was beneficial and meaningful for them. The project design and implementation attracted youth to actively participate in project interventions.

- Youth planned and implemented almost all project activities.
- Youth were motivated to engage policy makers to initiate a Youth Peace Policy.
- Youth also learned how to engage government officials in project interventions.

**To what degree did the project vary in involvement and effects with regards to women vs. men/ girls vs. boys?** There are substantial gender barriers in the culture of Khyber Pakhtunkhwa province. The participation of young women in the public sphere is very low, particularly in peacebuilding and interfaith harmony processes. However, the project increased young women's participation in these processes by ensuring a secure place and additional support and encouragement. Aware Girls motivated and sensitized young women through all levels of the program and provided extra mentorship and encouragement to engage them in post training activities. Trained young women were able to conduct study circles and interfaith programs especially for other young women, to encourage their participation at the community level. Young women's efforts towards youth peace and interfaith harmony brought positive change and increased the participation of women in peacebuilding at different levels. A high

number of female youth participated in project activities in areas where female interaction and participation is typically very low.

**How were children involved or impacted?** The project interventions aimed to directly impact youth between the ages of 18 and 35, and therefore the project's core activities did not involve children. However, some participants used the training they received to equip children to build peace. The story in the SPOTLIGHT directly below gives an example of how another YPA used the training received through the project to train child peacebuilders in schools and how those trained children then interacted more peacefully with students of different faiths. The SPOTLIGHT later in this case study describes how one YPA, Atta Ullah, positively impacted a young person at risk of violent extremism.

### ***SPOTLIGHT: Overcoming Resistance to Peacebuilding Education in School***

Ms. Urooj participated in a 3-day training course and acquired skills to promote interfaith harmony. Once Ms. Urooj had completed the training, she started implementing activities in the field. Ms. Urooj focused on raising awareness about peacebuilding in schools. Initially, she visited a government school for this purpose. However, the head of the school did not give her access to implement information sessions with the students. School officials were reluctant to receive support from an NGO and therefore refused to cooperate with humanitarian workers.

To mitigate this issue, Ms. Urooj started negotiations with the head of the school. In order to convince the school officials, she involved teachers from the community to explain to the head of the school the purpose of peacebuilding activities. After this intervention, the head of the school was willing to cooperate. Eventually, Ms. Urooj was able to implement the information sessions successfully. She also involved the teachers in the sessions to inform them about peacebuilding and interfaith harmony.

Once she had successfully implemented the sessions, the school staff expressed their gratitude for her support and even requested more sessions for the school in the future. They also suggested some other schools for sessions. Students were very happy and stated that before the training they had never liked to sit beside or eat together with minorities or students from other religions. Following this initiative, they could openly talk, sit, and eat together in anyone's house or community.

Ms. Urooj, YPA, 22, Female, Peshawar, Pakistan



(YP interview, June 28, 2018)

**What was the project's peacebuilding impact?** Khyber Pakhtunkhwa province is one of the parts of the country hit hardest by militancy and extremism. Lack of trust and ensuring peaceful coexistence is an immense challenge for youth there. This could further contribute to a deteriorating situation. Militant organizations have operated freely in tribal areas for a long time, and young people have been affected the most by this militancy and extremism. Despite many contextual challenges, Aware Girls implemented the project successfully and appeared to achieve almost all results apart from the policy change. The policy change was not achieved because of upcoming elections, a lack of policy makers' understanding, and differing priorities. However, other objectives showed greater impact.

Of the 18 youth involved in FGDs led by YP, 17 stated that they were continuing activities in their communities at the grassroots level to promote peace and interfaith harmony. Only one was not planning on doing so because he was planning to continue into higher education.

***The 3-day training course for YPAs equipped them with skills and knowledge of peacebuilding, promoting interfaith harmony, and advocacy for UNSCR 2250 (2015).*** All participants in the evaluation showed great interest and commitment in continuing the process of peacebuilding engagement in their respective communities. The trained YPAs conducted a range of activities, such as interfaith dialogues, which educated further youth about other cultures and religions. The youth participants learned about different religions' beliefs and the issues faced by religious minorities when they are not tolerated and respected. Evaluation participants gave specific examples of how following the training course, they had been interacting with people of other religions in their communities with great respect for their beliefs. The training built their commitment to become active peacebuilders themselves and to pursue, motivate, and encourage other youth to become peacebuilders in their societies.

***Policy makers were better equipped to support peacebuilding processes.*** FGD participant, Ms. Madiha urged that it is vital to listen to young people, their challenges, and their efforts to build peace, and that policy makers should be made aware of young people's needs in order to address them in peacebuilding processes. FGD participant, Mr. Azmat Khan noted that youth engagement played an important role in sensitizing policy makers and stakeholders on youth perspectives and the issue of youth participation. FGD participant, Ms. Maryum highlighted that policy makers were not familiar with youth peace initiatives and therefore, did not prioritize to initiate drafting of youth peace policy. YPA interaction and engagement sensitized policy makers to initiate process of policy drafting. The project youth sensitized policy makers and drafted a CoD for youth policy.

FGD participant, Mr. Muhammad Rehan mentioned that he had been continuously trying to interact with and influence policy makers on youth peace issues. He was happy with how he, along with other YPAs, had sensitized policy makers to draft the first ever National Youth Peace Policy in Pakistan.

### **Factors that improved the project's peacebuilding impact.**

#### ***Internal factors:***

1. All evaluation participants mentioned that the 3-day training had built their capacity in peacebuilding and interfaith harmony dialogue.

2. The peer-to-peer education initiative and study circles broadened the scope of the project's impact on youth awareness at remote community levels in Khyber Pakhtunkhwa province.
3. The YPAs also sensitized policy makers and pressed them to initiate the process of youth policy making through meetings, seminars, and drafting of a CoD.

**External factors:**

1. Community involvement and participation, which provided a conducive environment for female youth trained through the project to interact with other female and male youth.
2. Youth affected by terrorism and violence in Khyber Pakhtunkhwa province were more responsive and supportive of peacebuilding initiatives and activities.
3. Radio messages and social media also raised awareness among youth and local people, which further improved the project's peacebuilding activities.
4. Policy makers' involvement and sensitization facilitated the youth policy initiative at national level.

**Factors hindering the project's impact.** Some of the evaluation participants highlighted that peacebuilding dynamics had changed with time and they could face further challenges in new, emerging situations. Therefore, they needed more knowledge and skills to continue to cope with new situations at the community level.

The majority of participants stated that consistent change cannot be acquired without a youth peace policy. Long-term, consistent, and unceasing efforts appear necessary to bring about a national youth peace policy.

**External factors:**

1. *Threats of militancy and extremism.* Militancy and extremism are rampant in Khyber Pakhtunkhwa province. Militant organizations threaten NGOs and organizations working on youth peace and interfaith harmony. It is not easy to discuss militancy or youth peacebuilding openly in communities.
2. *Noncooperative behavior of government authorities.* Some participants pointed out that it was not possible to interact with or visit government schools, or talk with students or staff of educational institutions. They demanded a No Objection Certificate (NOC) from higher authorities to allow entry into government schools' and institutions' premises.
3. *Limited approval from higher authorities for conducting activities in schools.* Similarly, the process of gaining the required government approval for any interventions was a convoluted process involving various government departments. The government was not supportive of organizations working on youth peacebuilding, and particularly not in Khyber Pakhtunkhwa province.
4. *Expectation of reward for cooperation.* The evaluation participants stated that some people - especially government officials - expect a reward for their cooperation in project activities. Evaluation participant Ms. Urooj shared a similar example of when she was implementing her project activities in a government high school in Peshawar District. The teachers asked for incentives to allow them in their school for project activities. On her refusal of providing any incentives, the teachers then asked



for No Objection Certificate (NOC) from the district education official to conduct any project activities with children in the school.

5. *Noncooperative behavior of some religious leaders.* Evaluation participants noted that some religious leaders also created hurdles and prevented smooth implementation of youth activities in their areas.

### ***SPOTLIGHT: Youth Helps Stop Militancy of Child Recruited for Extremism***

Atta Ullah received training through the “Promoting Youth Peace Leadership for UNSC Resolution 2250” project. There he learned about problem solving, peacebuilding, interfaith harmony, sensitizing the community, and conflict resolution through third party involvement. He received the 3-day advanced level training on “Youth Leadership, Peace, and Interfaith Harmony.”

Ali (name changed for protection) is a 16-year-old boy living in Dir Khyber Pakhtunkhwa province. Ali was influenced by militant ideology and created a soft corner for their activities. Atta met Ali during a field visit to conduct a peacebuilding meeting with the community. There Atta discussed conflict resolution methods, militancy, and interfaith harmony. Atta took the opportunity to listen to Ali tell the details of his story of being recruited for extremist violence.

Atta Ullah conducted a meeting with Ali’s father and informed him about his son’s education and how it could be dangerous for his family if he remained in such an environment. Atta Ullah started to use the peer-to-peer education techniques he had learned from Aware Girls, and included Ali in peace education group activities to help change his perspective and give him nonviolent means to address conflicts. With Atta’s efforts, Ali’s father enrolled Ali in school to further his education. After a month of efforts, Ali started thinking differently and pledged to continue his education and become a professor and activist for youth peace.

As an YPA activist, Mr. Atta has created a peace education group to educate and inform the community about the negative impact of militancy. He applied the methodology learned during the Aware Girls training and countered militancy with his improved skills and spread the message of peace and interfaith harmony.

Mr. Atta Ullah, YPA, 21, Male, Peshawar, Pakistan

(Aware Girls and YP interview of A. Ullah, June 27, 2018)



## **Recommendations for This and Similar Projects**

The aim of the following recommendations is to improve the project’s impact, and provide guidance on any reproduction of this or similar projects.



**Launch similar projects with additional training days to maximize scope and outreach in remote rural areas.** Long distances and access challenges hamper participation of youth influenced by militant ideology.

**Provide more opportunities and support for female youth, particularly in areas where their movement and access is limited.** Take proper actions before, during, and after project completion to ensure full participation by female youth from remote rural areas. Considering the existing situation of Khyber Pakhtunkhwa province in terms of gender disparities, project implementers should ensure community mobilization and participation before starting activities to gain parents' and community elders' confidence. This would ensure that they allow female family members to participate in project activities. Young women's participation can be assured at all levels of a program by mobilizing their male family members and communities. Girls and women should receive extra mentorship and encouragement during the project cycle for their active participation.

**Provide consistent and unceasing efforts to draft and approve a National Youth Peace Policy.** Pursue consistent advocacy and lobbying efforts with key political actors for maximum effect and at national level. Success appears unlikely without such long-term and consistent action.

**Hold follow-up meetings at community, school, and college levels** to increase awareness and motivate youth to engage in actions relating to peaceful coexistence and interfaith harmony.

**Ensure rigorous follow-up and contact with youth participants after close of the project for sustainable impact.** A continuous follow-up mechanism after project closure to equip more youth with peacebuilding knowledge and skills would enable them to cope with new peacebuilding dynamics and new, emerging situations.

**Increase collaboration with government authorities, other like-minded organizations, and local and international NGOs to increase project impact.** Constant coordination and collaboration at national and provincial level with government authorities and other local and INGOs would help with smooth and effective project implementation. Enhanced collaboration would increase project impact and minimize overlap of efforts at national and provincial levels.

***“Institutions and organisations should prioritize knowledge-sharing and exchange of information with youth organizations, community leaders and members of civil society to assist young people’s work on***

***peace and security, enhance collaboration and  
eliminate overlap”***

~ Simpson. G., 'The Missing Peace: Independent Progress Study on Youth, Peace and Security'  
(UNFPA and PBSO, 2018) p.118



## RECOMMENDATIONS

Recommendations are intended to extend beyond what is currently directly relevant for the YSF program in order to provide helpful guidance to other donors to youth peacebuilding efforts who have different structures, programs, and flexibility. This also allows the following recommendations to remain relevant even if there are significant adjustments to the YSF program in the future.

Recommendations focus on relevance first for YSF, secondly for other public or private donors seeking to resource youth-led peacebuilding organizations, and thirdly, all others seeking to support youth peacebuilding efforts, including the youth-peacebuilders themselves. In this way YSF's pioneering youth peacebuilding experience can be leveraged to provide guidance for a broad array of actors with a emphasis on donors supporting youth-led peacebuilding efforts.

Each of the 10 case studies in this evaluation each include a Recommendations section with recommendations not discussed below.

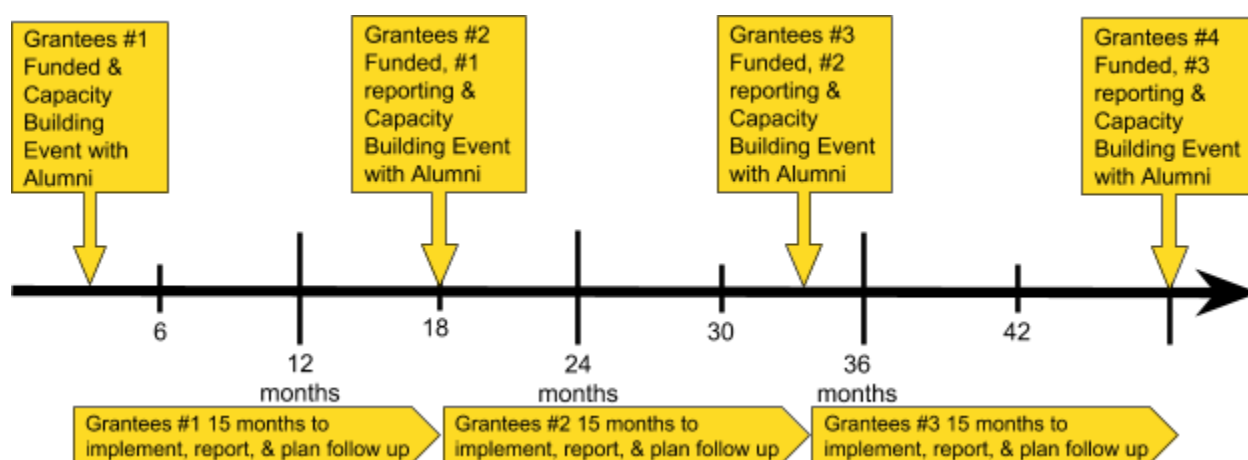
Some of these recommendations below would require funding and or other resources to implement and others would not.

## Recommendations Related to YSF Objectives and Selection Criteria

**Analyze past and current strengths, weaknesses, threats, and opportunities for the YSF program to clarify and then consistently communicate YSF's refined vision, mission, strategy, and objectives.** Doing so will inform which of the following recommendations to take on and how to do so. It will also guide future decision making and program efforts in a more focused way. The clarity and supporting justification will likely also assist with fundraising efforts and program impact.

**Lengthen the funding cycle to at least 15 months.** In surveys and interviews, YSF staff and grantees consistently encouraged lengthening the granting cycle. Most suggested a cycle of at least 1.5 years in order to give at least 12 to 15 months for grantees to implement. Given the time that it takes to advertise the grant, review, select, and fund grantees, and then review final reports, grantees only had about 6 months to implement their projects.

**FIGURE: Possible 15-Month Granting Cycle and Capacity Building Event**



**Consider how to effectively and efficiently give a larger number of smaller grants in addition to current grants which are typically closer to YSF's maximum grant amount of \$25,000.** Some evidence suggests that nearly 50% of youth-led peacebuilding efforts operate with less than \$5,000 per year and 31% operate with between \$5,000 and \$50,000 annually (UNOY and SfCG mapping, 2017). YSF grants generally go to the estimated 20% of youth-led efforts with budgets greater than \$50,000. After refining YSF's strategies and objectives, YSF may find good reasons to continue focusing on this group of youth-led organizations who already acquire funding greater than 80% of their peers. However, giving smaller grants, around \$5,000 to \$15,000, could significantly expand the types of projects funded and the scope of YSF's significant capacity building impact. Giving more grants of smaller amounts could prove costly to the YSF program. In order to reduce overall program costs and the costs per dollar granted, YSF should consider such options as having a more simple application and reporting process with priority access to volunteer support for grants less than a given amount (e.g.

\$10,000); and possibly only paying for physical gatherings of grantees with greater than a given amount (e.g. \$20,000).

***“Institutions should ensure that diverse youth organizations, initiatives and movements are financially supported, to maintain a diverse ecosystem of organizations that are able to optimally engage different youth constituencies and promote a variety of approaches to peace”***

- Simpson. G., ‘The Missing Peace: Independent Progress Study on Youth, Peace and Security’ (UNFPA and PBSO, 2018) p.111

**Consider adding a minimum and maximum prior-year budget to grant guidelines for youth-led organizations.** Clarifying YSF’s objectives, and then grant sizes, would help guide a decision around the size of an organization eligible for funding. Clarifying minimum and maximum prior year operation costs could help YSF better meet its objectives, reduce the time and financial costs of reviewing unfitting applicants, and prevent youth peacebuilders from unnecessarily completing lengthy applications. If YSF does decide that giving significantly smaller grants fits its strategy, then the minimum could be set relative to the minimum grant size. For example, if the minimum grant were \$5,000, a donor might set the minimum prior-year budget at twice the grant amount (i.e. \$10,000).

If the donor’s priority is on funding innovative projects, there may be value in opening eligibility to larger youth-led organizations. However, larger organizations likely already have more opportunities available to fund their innovations. If the donor’s focus is on building the capacity of youth-led organizations then there is likely greater value in having a lower limit on the size of eligible organizations. YSF staff had varied opinions on this matter. Nevertheless, the general leaning was towards limiting the prior-year budgets of eligible applicants to around \$300,000 to \$500,000 in order to focus giving toward smaller youth-led organizations more likely to benefit from YSF’s capacity building services and smaller grants. However, evidence suggests that only about 11% of youth-led peacebuilding organizations operate on more than \$100,000 annually (UNOY and SfCG mapping, 2017). In other words, these organizations already have greater fundraising capacity than nearly 90% of their peer organizations. Therefore, as YSF has a clear desire to build grantee capacity, they may want to consider a maximum prior-year budget of around \$100,000.

**Encourage more innovative projects by adding this to the Application Guidelines Selection Criteria.** YSF staff and grantees alike mentioned the value of YSF funding innovative project ideas. Explicitly mentioning innovation or creativity as part of the selection criteria would likely increase the number of creative projects available to fund, and thereby help expand understanding of the various opportunities for youth peacebuilding.

## Recommendations Related to the YSF Application and Selection Process

**Lengthen the time available to process and select applicants.** Making more time available for multiple interviews, checking references, and verifying claims could help increase the quality and variety of grantees.

**Significantly increase YSF funding or partner with other funds to increase the variety of supportable projects and applicants, including non-English speaking projects and those in conflict zones.** This could provide the economy of scale necessary to provide a shared quality process in multiple languages. A 2017 grantee noted, *“I believe the grants would have been much more effective if given to organisations based in conflict zones”* (G. Ismail, YSF Survey, June 30, 2018). Greater program scale could also allow the added support and flexibility often required to both receive applications and support projects in contexts with active conflict.

**Further leverage YSF’s growing trusted network, including YSF Alumni, to gather from trusted sources, on-the-ground verification of applicants’ claims.** Verifying applicant claims, particularly in conflict-affected contexts with limited or damaged infrastructure, can be challenging. Leveraging YSF’s growing network of trusted relationships who are working in priority contexts can help verify the capacity and trustworthiness of future applicants without developing a nepotistic culture. Partners can also help verify the degree to which a project is truly youth-led.

**Continue engaging youth clearly and consistently in the applicant review and selection process.** In the 2017 YSF selection process, the Evaluation Committee consisted of six YSF Alumni and four UNAOC secretariat staff members for the first round of evaluation (YSF Guidelines for Evaluation Committee, 2017). The 2017 Final Evaluation Committee included three UNAOC staff and three members of the Intra-agency Network on Youth and Development. This aligns with the Independent Progress Study on Youth, Peace and Security recommendation to *“invest in the creation of safe community spaces for civic dialogue so that young people can collectively identify peacebuilding and development priorities for action within their communities, and participate in decision-making on the allocation of related funds”* (Simpson, 2018, p.116).

**Continue asking applicants to identify potential challenges to successful project implementation.** (G. Tamfu, YSF Survey, June 30, 2018). This gives the donor guidance on how to provide effective monitoring and support during implementation. The content and quality of the applicants’ concerns also gives the donor information about the applicant’s capacity. Applicants are requested to submit a detailed project workplan template in the final stage of the selection process. The template includes a risks and mitigation plan.



**Create a more formalized training and support process for developing and refining grantee work plans and budgets.**

1. Develop webinars grantees can watch in order to reduce YSF staff time required and increase education of grantees.
2. Ensure added support for those not fluent in English.
3. Ensure more consistent and clear quantitative targets that could be more easily compared with YSF Final Reports. This includes stating the estimated length of events or trainings and disaggregating target participants by gender and age range (0-17, 18-35, 36+).

## **Recommendations Related to YSF Capacity Building**

**Develop a stronger, clearer, and more strategic grantee capacity building program.** Following are some features to consider. Many of these recommendations would require additional funding.

1. ***Consistently hold an integrated capacity building event with beginning and ending grantees and YSF Alumni.*** The figure above titled “Possible 15-Month Granting Cycle and Capacity Building Event” shows a timeline that would allow for an integrated event. Current year grantees completing their projects could meet the new grantees beginning all at one event. This would save some management and venue costs but not travel costs. Alumni might be allowed to apply to participate but could be required to cover all or part of their costs. This breadth of participants would greatly increase the strength and dynamic growth of YSF’s alumni network and likely increase the sustainability and impact of all participating youth-led organizations. It could also help justify the cost of additional services such as inviting donors to portions of the event.
  - a. *New grantees.* This integrated event would allow beginning grantees to refine their detailed implementation and M&E plans, build valuable relationships with YSF staff and YSF Alumni, and receive special training and coaching (including financial development) to increase their impact and sustainability.
  - b. *Ending grantees.* YSF could help ending grantees clarify and provide substantive evidence of their impact, offer more training and coaching on financial development to help sustain or scale the grantee’s impact, and develop collaborative peacebuilding action with current grantees and YSF Alumni. Ending grantees could also help mentor new grantees.
  - c. *Alumni.* Alumni could receive additional training and coaching, provide training, mentor new grantees, and develop collaborative projects. Some YSF Alumni did come to the Istanbul capacity building event.
2. ***Better leverage InterculturalLeaders.org to more effectively support capacity building efforts.*** Address the site’s technical problems, increase seamless interaction with other more widely used platforms, consistently integrate content from capacity

building training, webinars, and relevant events, and develop and implement a plan to increase YSF Alumni participation.

3. ***Consistently provide capacity building webinars and record trainings at events to build a database of youth peacebuilding-focused training tools for YSF Grantees, Alumni, and others supporting youth peacebuilding.*** The database could be housed on a public or private portion of InterculturalLeaders.org or on Youth4Peace.info. Making the tools public could be a valuable contribution to the youth peacebuilding field and thereby help improve the pool of YSF applicants. Recording quarterly webinars and trainings already occurring at capacity building events would be a low-cost way to provide valuable capacity building resources.
4. ***Continue providing expert consultation and volunteer service through InterculturalLeaders.org.*** Adding to and referencing this resource is likely to increase participation. This resource gives grantees access to a growing roster of project experts in different areas relevant to their youth peacebuilding work (e.g. M&E, fundraising, project management, gender mainstreaming, using social media, organization, and leadership development).
5. ***Continue collaborating with YSF Alumni, the UN Interagency Working Group on Youth and Peacebuilding, and others to expand and share databases of youth peacebuilding-related events, resources/tools, donors, and actors.*** This could be done via InterculturalLeaders.org, Youth4Peace.info, and/or elsewhere.
6. ***As a key part of organizational sustainability, improve and expand efforts to increase grantees' financial sustainability from the start and postproject.*** As highlighted in UNAOC's 2016-2017 funding proposal, "*Central to the support offered by UNAOC to organizations receiving a grant under the YSF is the capacity-building element. ...in areas such as ...sustainability, [and] ...fundraising.*" A YSF staff member commented, "*For me it goes back to...where I see YSF being as strengthening these youth-led organizations so once they leave the program then they are stronger to apply for like say, the European Commission grants, which give more money*" (AYSVSg7F, Skype interview, July 19, 2018).
  - a. YSF's promotion of grantees, invitations to relevant events, introductions to key stakeholders, and coaching around budgeting, accounting, monitoring, and reporting were all helpful in building the financial component of grantees' organizational stability.
  - b. Provide YSF Alumni and current grantees with an annually updated list of donors to youth peacebuilding efforts by region.
  - c. Create youth peacebuilding-focused fundraising webinars.
  - d. Establish a process of reviewing current-year grantee funding applications to another donor.
  - e. Invite donors to engage with grantees and YSF Alumni during a portion of an annual capacity building event.
7. ***Increase and systematize coaching provided to grantees.*** YSF believed the coaching they offered to grantees was valuable for increasing peacebuilding impact, but, not nearly to the degree that grantees valued YSF's coaching.

**Develop and implement a strategic plan to link and expand the YSF Alumni network.** Following are just some examples of how this might be done.

1. **Regional networks with meetups.** Gerald Samba Tamfu of AFCIG in Cameroon recommended developing “...*regional blocs for YSF grantees to meet and share knowledge on peacebuilding*” (YSF Survey, June 30, 2018).
2. **Grantee exchanges.** Ssekah Abdu Kato with ICODI recommended setting aside funds for a YSF grantee exchange program whereby grantees could apply for funding to visit...  
*...during the project implementation period to share project best practices in the field, giving more field technical capacity between youth themselves. It would be a platform to give moral to project beneficiaries seeing a youth representative from another country coming to their country to talk about peace and to appreciate their work.* (YSF Survey, July 7, 2018)
3. **YSF Alumni could regularly select or elect alumni to officially represent the network with key child and youth peacebuilding networks.** For example, official YSF Alumni representatives could liaise between the UN Interagency Working Group on Youth and peacebuilding and the YSF Alumni network.
4. **Strengthen online engagement.** Engage more intentionally with online youth peacebuilding networks like Youth Transforming Violent Extremism ([Facebook.com/groups/YouthTransformingVE](https://www.facebook.com/groups/YouthTransformingVE)).
5. **Provide quarterly webinars with Q&A for YSF Alumni and their guests.**

**As part of YSF’s capacity building efforts and to increase the quality of future applicants, consider giving more feedback to applicants who are not selected.** A process could be developed to officially offer at least some standardized feedback to each rejected applicant. Additional feedback could be given to another subset of applicants. These may be applicants with good potential whom YSF would like to address certain issues and apply for a grant again in the following cycle.

**Help grantees better document evidence of project impact, in part, by adapting interim and final reporting to focus more on confirming impact than stating activities.** This requires more: (a) M&E training for grantees before workplan completion, (b) increased efforts in building good M&E plans into workplans that include time to collect evidence of impact, and (c) ensuring reasonable time and resources to collect impact evidence. This would be most effective if the M&E strategy, and even some research tools, were integrated into an ongoing, overall plan to improve M&E, so that better advantage can be taken of YSF’s unique opportunity to positively influence the youth peacebuilding field.

**Help grantees create and implement strategies for some continuity with beneficiaries, and particularly with trained youth leaders, postfunding.** Not one of the 10 grantees evaluated appeared to be continuing to work intentionally with the group of key youth leaders they trained through their YSF project nor any other subgroup of beneficiaries. It is possible some are doing so, but the evaluator found no evidence of this. Yet it is common for youth to continue to want to engage in peacebuilding efforts after they complete a project (McGill, 2017, p. 90, 92) and providing clear pathways to do so could help build organizational sustainability and youth leader capacity. YSF does have “*Sustainability, Monitoring, Evaluation*”

as one of six criteria for applicant selection. It may be helpful to pull out sustainability as a distinct criterion and/or place more focus on sustainability during the application and selection process. Additional attention should be given to sustainability while detailing project plans with grantees and while coaching during implementation. These relatively small adjustments could significantly increase sustainability, and thus the ongoing impact, of YSF-funded projects.

## **Unique or Thematic Recommendations from Case Studies and Overarching Recommendations for YSF**

Below is a summary of some of the interesting or overarching recommendations coming out of the 10 case studies of 10 projects funded by the Government of Finland through YSF in 2016 and 2017. More detailed recommendations are available at the end of each case study.

**Improve YSF and grantee monitoring and evaluation to increase program impact and take advantage of YSF's unique opportunity to positively influence the youth peacebuilding field.** *"UNAOC is missing the opportunity to transform all the great YSF programming work into norms and policies. A better job needs to be done to extract knowledge generated through YSF and broadcast it within the UN system and in regional organizations"* (AYSILg7F, YSF Survey, July 3, 2018). Another YSF staff member highlighted the need to *"dedicate more funding to M&E and conduct impact assessment study on a regular basis across all pillars, including youth/YSF project"* (AYSAPg7F, YSF Survey, July 6, 2018).

**Increasing funding to YSF could allow an economy of scale to better justify valuable additional services, such as multi-language support, and thereby increase applicant diversity.** Application and reporting in English was required. Given YSF's desire to do both capacity building and granting, and the limited funds available per year for the YSF program, there appeared to be insufficient economy of scale to justify using a variety of languages common in priority conflict-affected contexts for the application processes, YSF support, and reporting. A larger program could justify multi-language support, and thereby, receive and support a broader scope of applicants. Limited funding to the YSF program also seemed to prevent more strategic decision making around the possibility of focused, multi-year funding.

**Commission an independent evaluation of YSF's full program history.** The current evaluation focused on granting to projects funded by the Government of Finland only in 2016 and 2017. A more comprehensive analysis of the YSF program over the last decade would provide invaluable support for a process of further clarifying YSF's vision, mission, strategy, and objectives for the next decade. It would also provide additional guidance for others seeking to begin or improve their granting to youth-led peacebuilding efforts.

**Leverage YSF's experience and pioneering leadership role to inspire and support other funds giving to youth peacebuilding efforts.** There are few if any other donors that can match YSF's 10-year history of giving to, and building the capacity of, youth-led peacebuilding

efforts. As UN Security Council Resolutions 2250 (2015), 2282 (2016), and 2419 (2018) and youth peacebuilding evaluations highlight the need for increased giving and support to youth-led organizations, YSF could assist in the process of building other donors' capacity to fund youth-led projects more effectively and efficiently. Capacity building services could include guidance notes, best practices and principles, webinars and video interviews with experienced YSF staffers, small workshops or conferences, and developing a community of practice.

## **Unique or Thematic Recommendations from Case Studies and Overarching Recommendations for YSF and Others Supporting Youth Peacebuilding Efforts.**

The following recommendations have varying degrees of direct applicability for YSF but are likely to provide helpful guidance to others working in the field of youth peacebuilding.

**Maximize youth peacebuilding creativity and impact by providing youth peacebuilding training, then more structured practice of the skills gained, and finally freedom for the trained youth to practice their peacebuilding skills in ways they design.** Projects that provided capacity building training to youth and gave them examples of how to apply the training through youth-led projects, but then gave them the freedom to create their own projects, appeared to exhibit particular creativity and impact. These youth were given an opportunity to practice adapting what they learned to fit a unique context and audience in various ways. This appeared helpful in building youth's capacity to apply in different contexts the peacebuilding knowledge and skills gained through the project.

**Engage as early as possible key gatekeepers who could hinder or advance the achievement of core project activities.** Some community members have the ability to seriously hinder or stop project activities from being completed. They may also free up options for expanding impact. Donors should be reasonable with the amount of diligence required of applicants before agreeing a grant will be made, while at the same time encouraging engagement with key stakeholders as soon as possible. Space should be allowed for this during the inception phase so that grantees can reasonably adjust plans based on feedback from key gatekeepers. Getting some of this early buy-in will help limit the degree to which plans need to be adjusted during implementation.

**Continue requiring grantees to disaggregate participants by gender in their Final Reports; add this requirement to their workplans; and help grantees consider additional actions to achieve desired participation in their context.** This would also assist with comparing project workplans with YSF Final Reports.

**Increase collaboration with government authorities, other like-minded organizations, and local and international NGOs to increase project impact.** This can help remove roadblocks hindering project implementation and build bridges that help enable and expand peacebuilding impact (McGill, 2015, p. 16, 84, 104). Increasing collaboration with governments and other stakeholders requires safe spaces and consistent communication. Taken from the Independent Progress Study on Youth, Peace and Security, the quote below

highlights a similar recommendation, to help facilitate implementing UNSCR 2250 (2015) at the national level.

***“Governments should establish safe spaces for, and maintain regular and ongoing consultations with, diverse young people to identify their peace and security needs and priorities”***

– Simpson. G., ‘The Missing Peace: Independent Progress Study on Youth, Peace and Security’ (UNFPA and PBSO, 2018) p.118

**Help youth-led organizations consider how to leverage the personal networks and relationships of the youth leaders they train in order to help further project aims.** Youth have existing relationships with individuals and institutions in their community and they have intrinsic credibility with their peers. Organizations should consider how to help youth easily and appropriately leverage their social capital to further their peacebuilding objectives.


**Help grantees consider how to better and more safely engage children in and through their projects.** Children were outside the focus of UNAOC’s programs and all YSF written materials clearly articulated a focus on adult youth 18 to 35 years old. Nevertheless, children were apart of every YSF-funded project that was evaluated. It appears extremely likely that children’s involvement would continue with future projects and thus steps should be taken to address this reality responsibly.

Children were not mentioned in the 2016 reporting templates and the 2017 templates only referenced children, without an age range, as a parenthetical note on the number of youth participants line, “(youth – if children take part in your project, please disaggregate separately).” There was good evidence that children were involved in most of the YSF-funded projects and that they were rarely counted.

Grantees are already engaging with children through their YSF-funded projects. They could do so more effectively and they should do so with proper behavior and safety protocol in place. Below are examples of actions donors can take to assist grantees in child peacebuilding-related efforts.

1. ***Include in reporting templates a distinct space for recording child participants 0 to 17 years old.*** Ensure the age range is mentioned.
2. ***Estimate in each project workplan distinct numbers of child participants (0-17), along with youth (18-35), and “non-youth” (36+).***
3. ***Ensure grantees understand the value of child plasticity as it relates to peacebuilding impact.*** Projects can maintain a focus on 18 to 35-year-old youth and include children just as they have done so while including “non-youth” 36 and older.
4. ***Provide example child protection and behavior protocol, and good child peacebuilding practices, to help grantees and alumni engage with children more appropriately, safely, and effectively.***





**Ensure rigorous follow-up and contact with youth participants after close of the project for sustainable impact.** A continuous follow-up mechanism after project closure to equip more youth with peacebuilding knowledge and skills would enable them to cope with new peacebuilding dynamics and new, emerging situations.

# APPENDICES

## Participant Information and Consent Form



Helping young people become more effective peacebuilders

[YoungPeacebuilders.com](http://YoungPeacebuilders.com)

### Participant Information and Informed Consent Form

Email a photo or scan of the completed form to [info@YoungPeacebuilders.com](mailto:info@YoungPeacebuilders.com) or return the form to YP.

**Participant Code** (leave blank) \_\_\_\_\_

**Participant First Name** \_\_\_\_\_

**Last (or family) Names** \_\_\_\_\_

**Date of Birth (day/month/year)** \_\_\_\_\_ **Age** \_\_\_\_\_ **Circle One: Male/Female**

**Mobile Phone** \_\_\_\_\_

**Email (print BLOCK letters)** \_\_\_\_\_

*My written, verbal, or other contributions, and audio, video and/or photos of me may be recorded and shared in public contexts or publications such as reports, journal articles, or newsletters, **IF they portray positive images of children, youth and/or adults and are unlikely to cause harm.** I give consent without expectation of any payment type now or in the future. This consent is given without expiration and does not require additional permission.*

Check **ONE** that applies:

☐

Reveal **Participant's** name

☐

Do NOT Reveal **Participant's** name

**Participant Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent or guardian authorized to give consent ONLY IF Participant is a child under 18 years old.**

*I also give consent as noted above and I am authorized to do so on behalf of the Participant who is younger than 18 years old.*

**Name** \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Relationship to Child** \_\_\_\_\_ **Guardian Email** \_\_\_\_\_

## Code Of Conduct And Evaluator's Behavior Protocol

All members of the evaluation team, including data collectors, evaluation coordinators and visitors, are expected to sign and abide by the following behavior guidelines in all contexts during the evaluation and its follow up. These are not exhaustive or exclusive lists.

**ALWAYS**

- take care to be culturally sensitive, in speech, behavior and clothing by observing and asking when situations are in doubt and by discussing dress and discussion codes
- respect children, youth and adult's privacy
- be aware of situations which may present risks and manage these
- plan and organise the work and workplace so as to minimise risks
- as far as possible, remain visible to other adults when working with children
- ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- ensure that a sense of accountability exists between staff and volunteers so that poor practice or potentially abusive behaviour does not go unchallenged
- as directed by evaluation participants, and children's guardians, protect children, youth and adult's privacy, dignity and identity in any published materials in any form of media
- gain informed consent from all research participants and children's guardians before their participation or taking photographs or videos and also explain the purpose for which content will be used
- invite open discussions whenever tensions are felt or expressed
- abide by the principle of "Do No Harm"
- ensure data is stored safely at all times, so that it cannot be read by people other than data collectors, evaluation coordinators, and Dr. McGill

#### NEVER

- hit or otherwise physically assault or physically abuse children, youth or adults
- use inappropriate physical or sexual conduct with children or youth, such as culturally inappropriate or unwanted touching, hugging, kissing, or blocking of normal movement
- behave physically in a manner which is inappropriate or sexually provocative
- develop relationships with children which could in any way be deemed exploitative or abusive
- act in ways that may be abusive or may place a child at risk of abuse
- use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- have a child with whom you are working stay overnight at your home unsupervised
- sleep in the same room or bed as a child with whom you are working
- condone, or participate in, illegal, unsafe or abusive behaviour with children
- act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- discriminate against, show unfair differential treatment to particular children to the exclusion of others
- arrange to be alone with an individual child
- use adult power or promises to force children or youth to participate in evaluation activities
- make promises to help children or youth with gifts or money
- represent children or youth as passive victims

I read, understand and agree to adhere to the Code of Conduct Evaluator Behavior Protocol.

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## Standard Observation Form

Evaluation Activity Code (EAC) \_\_\_\_\_

Activity Type (circle one) FGD / Interview **Brief Participant(s) Description**

\_\_\_\_\_

**Data Collection date** \_\_\_\_\_ **Collection time** From \_\_\_\_\_ To \_\_\_\_\_ **Location** \_\_\_\_\_

**Data collected** (circle) Audio, Video, Written, Art/drawings, other \_\_\_\_\_

**Number of participants:** \_\_\_\_\_ **Group (circle one):** radio-listeners / Key Stakeholders / Youth Researchers / Other \_\_\_\_\_

**Participant code(s):**

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**e.g. LYML19M** = 19 year old male named Michael Lee who is a Youth Researcher in Liberia. *Include all FGD participant codes on one Standard Observation Form.*

**Interviewee Name:**

**Others present:**

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**Attach a record of key discussions not already in the uploaded audio file.** including individual codes of who said what.

**What factors may have influenced the collection of data during this session?**

- Researcher(s)
- Participant(s)
- Characteristics of the place where data were collected
- Interruptions, distractions, dangers, or threats, including weather
- Other

## Local Evaluators TOR

Local evaluators were initially recruited as Data Analyst serving on Young Peacebuilders' Research and Development Team. Their service as Local Evaluators for the YSF Evaluation occurred within their role as Data Analyst. Their agreement with Young Peacebuilders included the following responsibilities.

### Responsibilities

*Responsibilities vary depending upon duration of one's commitment, number of hours committed, interests, skills, and experience. We ensure responsibilities increase along with one's skill level.*

- Collaborate with, and/or assist R&D Team members on development and preparation of concept note, posters, presentations, research proposals and YP learning material.
- Support the analysis, validation, reporting and visual presentation of primary data collections and secondary reviews at various points across different initiatives.
- Conduct data verification, triangulation and validation through multiple sources, both primary and secondary (including media monitoring, local authorities, network of key informants).
- Support in drafting thematic research, designing survey methodologies, and monitor data collection/review efforts in close coordination with the R&D Director.
- Support with literature / desk review, and carry out extensive and in-depth data analysis of the datasets collected for different studies.
- Maintain the YP research data repository and learning tool resources, ensuring the repository has up-to-date materials and making sure that it is accessible to users.
- Provide both periodic and ad hoc visual data updates (e.g. infographics) on trends related to youth, education and peacebuilding.
- Perform other duties as may be assigned.

## Biographies of Evaluators

### **Dr. Michael McGill, PhD, Young Peacebuilders Director**

Dr. McGill is an experienced scholar-practitioner passionate about linking, improving, and increasing support to child and youth peacebuilders and increasing young people's prosocial civic engagement and democratic participation, particularly in high-risk contexts. Since 2000 he has been designing and implementing research in conflict-affected contexts, training youth researchers, and facilitating productive interagency and international partnerships. He is a strategic problem-solver with a demonstrated commitment to reflective practice and evidence-backed action.

Dr. McGill invested several years founding a global partnership addressing child sexual exploitation and trafficking. His experiences in conflict affected countries lead him to see the need to better engage more young people as peacebuilders in order to prevent and break cycles of violence. His PhD research helped discover how to do so more effectively. For over a decade his work and research have focused on child and youth participation in peace processes. Toward this end, he developed the Peacebuilding & Reconciliation Initiative of the World Evangelical Alliance (representing 129 national alliances and 100+ organizations), and subsequently, founded Young Peacebuilders.

Dr. McGill served as a Global Lead Evaluator of a multi-country, multi-agency, multi-donor (3M) participatory evaluation of child and youth participation in peacebuilding ([www.sfcg.org/3m](http://www.sfcg.org/3m)). Data collection and analysis included 122 child, youth, and adult evaluators and 1,567 evaluation participants. The process included designing and facilitating evaluator training and analysis workshops, including children, and developing cross-sector partnerships in each country where the evaluation was conducted.

Dr. McGill has invested time in 55 countries, including living in Uganda from 2012 to 2015. He has trained groups in Asia, Africa, Middle East, Europe, and North America on cross sector partnership and network development. He co-developed a university graduate methods

course on international research with children in especially difficult circumstances, and has practiced as a child psychologist.

Dr. McGill's PhD in Intercultural Studies focused on developing a descriptive moral framework for mobilizing effective and ethical child participation in peace processes. He also holds a Masters degree in Counseling and a Bachelor's degree in Communications.

### **Fabiana, Young Peacebuilders Research & Development Team Director**

Fabiana has over 10 years of professional experience with various organizations in the area of education and international development including in management, planning and evaluation roles. She is currently supporting international organisations, agencies and donors to design research and policy initiatives related to education and social justice. In 2017, she was involved in a research and policy initiative aiming at enhancing the role of the EU in tackling social inequalities through quality education within the 2030 Agenda for Sustainable Development. Previously, Fabiana designed and conducted a regional case study on protecting learning environments in the Lake Chad Crisis (Nigeria, Niger, Cameroon and Chad) on behalf of UNICEF West and Central Africa Regional Office. Beside West and Central Africa, she has substantial experience in the MENA Region (Iraq, Lebanon, Syria, Libya and Jordan), and South-East Asia (Philippines) having worked as Adviser for the Italian Ministry of Foreign Affairs - Development Cooperation Agency. Following her significant field experience in different humanitarian and development contexts, Fabiana has recently shifted her focus to research in humanitarian settings.

She completed the Global Education Cluster Needs Assessment training in 2015, and followed other humanitarian trainings throughout her career. Fabiana holds a Master's degree in Education, Gender and International Development with a focus on refugee education from the UCL Institute of Education, University College London.

### **Berryl Ondiek, Local Evaluator**

Berryl is an experienced information management specialist with 8 years of experience in Kenya, Uganda, Somalia and Rwanda. She has experience within United Nations, humanitarian organizations, health, community development and private sectors in Kenya, Uganda, Somalia and Rwanda. She has set up data collection and analysis infrastructures and led coordination of multi-sector information management initiatives using modern technologies. Berryl led and coordinated Kenya Inter-agency Rapid Assessments (KIRA) in arid and semi-arid parts of Kenya between 2013 and 2015. KIRA was an inter-agen led by UNOCHA, UNICEF and REDR-UK towards joint rapid assessments after Kenya's post election violence in 2007.

Berryl holds a degree in Information Technology and currently pursuing a master's degree in disaster management and sustainable development in Masinde Muliro University of Agriculture and Technology. Berryl has served with UNOCHA, REDR-UK, ACTED, KEMRI-FACES, GIVEDIRECTLY and also worked in partnerships with organizations such as OXFAM, UNICEF, Kenya Red Cross and many other humanitarian agencies.



### **Bamidele Moyosola Abiodun, PhD, Local Evaluator**

Moyosola is a thorough statistician, economist, monitoring and evaluation expert with several years of work experience applying statistical and econometric skills to various data analysis and modelling. He has programming experience in monitoring and evaluation, public health, governance, gender, WASH and humanitarian context with USAID, ECHO, DFID, Bill and Melinda Gates (BMGF), ECHO, USAID/OFDA funding mechanism.

He holds BSc (Hons) degree in Statistics, MSc Biostatistics of the University of Ilorin and a PhD degree in Biostatistics with research focus on Stochastic Modelling of Mortality Risks. He also holds USAID/Measure Evaluation Diploma in Leadership development Certified Project Manager (PMDPro) and a Professional Certificate in Management of the Nigeria Institute of Management (Chartered). He is an associate member of the American Statistical Association, Royal Society of Public Health (UK), Institute of Chartered Economists, Nigeria Institute of Management (Chartered), International Union for the Study of Population, Statistics without Border (SWB). He has published 15 research papers in international peer-reviewed journals

### **Christian Achaleke, Local Evaluator**

He hold an MSc in Conflict Security and Development from the University of Birmingham, UK. He recently started an academic career as a lecturer for a Post Graduate program on peace, conflict and security studies at the University of Buea in Cameroon where he has introduced a module on youth and peacebuilding with a focus on UNSCR 2250 (2015). Achaleke currently serves as the National Coordinator of a youth-led civil society organisation in Cameroon; Local Youth Corner Cameroon and holds the office of Cameroon Youth Ambassador to the Commonwealth appointed by the Ministry of Youth Affairs and Ministry of Foreign Affairs. He equally serves as the Pan-Commonwealth (Global) Coordinator of the Commonwealth Peace Ambassadors Network(the largest youth peace-building network with over 700 organization from across the Commonwealth). He is a fellow of the International Visitors Leadership Programme(IVLP) organized by the US State Department. Achaleke is a member of the UN Inter-Agency Working Group on Youth and Peace building. He is part of the UNOY Youth Advocacy team and process for the adoption of the United Nations Security Council Resolution 2250 (2015) on Youth, Peace.

### **Khurshid, Local Evaluator**

Mr. Khurshid Khan has more than 16 years of experience working with government, United Nations, national and international organizations in managing long-term community development, emergency and early recovery programs/projects. He possess a master's degree in Political Science and additionally completed a diploma in Conflict Prevention, Crisis Management and Post-Conflict Rehabilitation from Helsinki Espana-Human Dimension & Complutense University of Madrid, Spain. He has excellent experience in program designing/development, monitoring and managed multi-sector projects/programs. He possess tremendous experience of providing technical, institutional and management support to NGOs, local organizations, Community Based Organizations (CBO) and government departments/officials at all levels. He has good experience of working in emergencies (natural

and human induced) and worked for the relief, recovery and rehabilitation of communities affected by 2005 earthquake and then in five consecutive emergencies in Pakistan. He successfully participated and qualified Humanitarian Leadership Course offered by Deakin University Australia and Save the Children in 2012.

Moreover, he has the distinction of serving in numerous organizations including Save the Children International, Plan International in Nepal, GIZ, IDEA, UNICEF, Save the Children (US & UK), Care International, Ministry of Education, Government of Pakistan and Afghanistan Commission for Human Rights.

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