

ADOLESCENTS AS PEACEBUILDERS TOOLKIT

For program planning and evaluation
with the Peacebuilding Competency Framework

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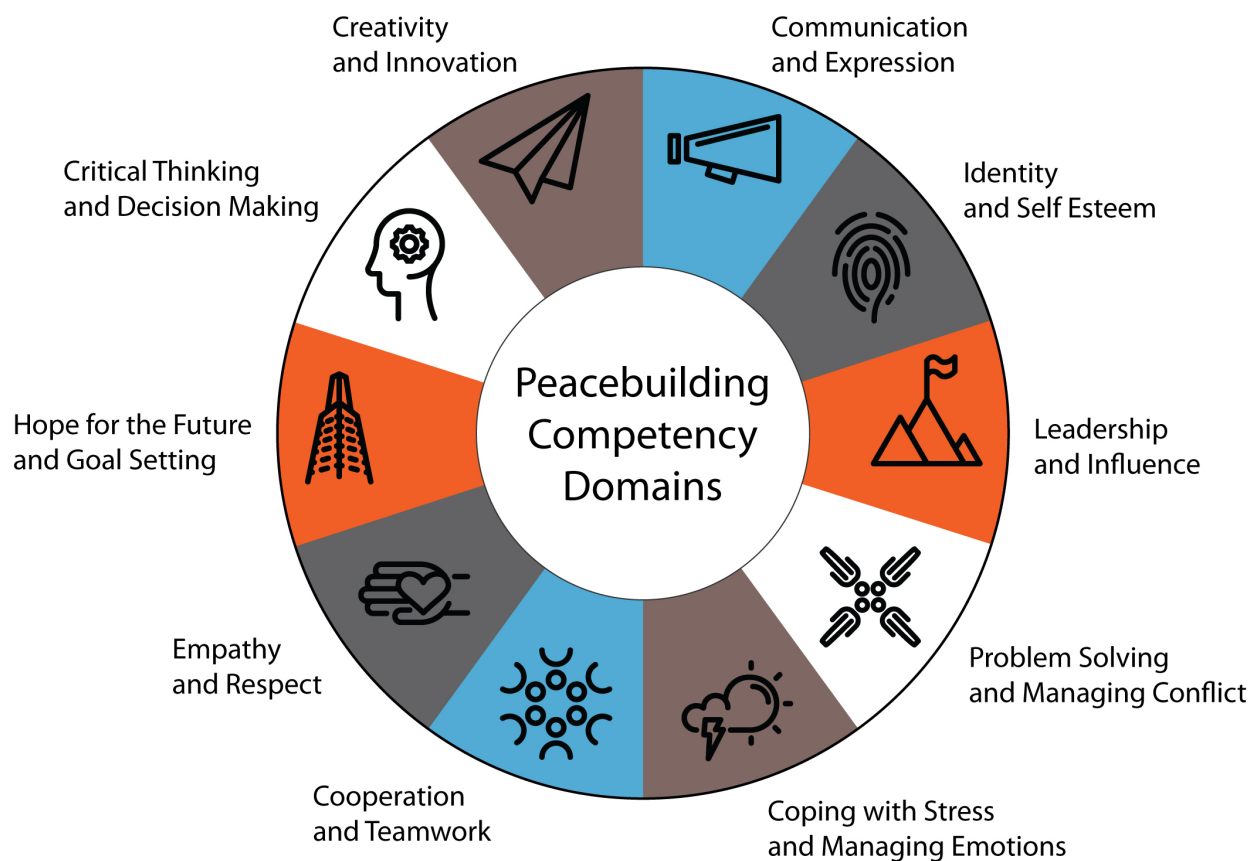


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Getting Started

Introduction

Having identified a need within the organization, during the past years UNICEF has put energy into developing resources and promoting practices that support country teams and their partners to approach peacebuilding in a more systematic way.ⁱ

In response to this and to further address an emerging recognition within the organization of the distinct challenges faced by adolescents in conflict as well as the unique potential that they have to be build peace UNICEF’s Adolescent Development and Participation Section (ADAP) created the Peacebuilding Competency Framework.

Whether applying the framework to develop new programs or integrating it into existing programs, developing knowledge, attitudes and skills associated with the framework’s ten competency domains supports adolescents to transform conflict, build peace and make positive change in their communities.

Domains within the Peacebuilding Competency Framework include:

Communication and Expression	Cooperation and Teamwork
Identity and Self Esteem	Empathy and Respect
Leadership and Influence	Hope for the Future and Goal Setting
Problem Solving and Managing Conflict	Critical Thinking and Decision Making
Coping with Stress and Managing Emotions	Creativity and Innovation

The Adolescents as Peacebuilders Toolkit was designed to operationalize the Peacebuilding Competency Framework. Sections in the toolkit provide guidance, tools and worksheets to support users to plan and evaluate programs using the framework.

This toolkit is a resource to support UNICEF and its partners to approach peacebuilding in a more systematic way while addressing the distinct challenges faced by adolescents in conflict situations, supporting them to develop their capacity to build peace.

Key questions

Who should use the Adolescents as Peacebuilders Toolkit?

This resource was developed to support UNICEF Program Managers and Coordinators to create participatory processes for program planning and evaluation together with partners, adolescents and other stakeholders. It has been designed to be as accessible as possible for partners as well as other organizations and individuals to utilize independently if desired.

In which contexts does the Toolkit apply?

While this resource was designed specifically for use in conflict situations, it was developed in such a way that it could also be applied in a diverse array of programmatic focus areas; in both humanitarian and development contexts; in conflict and non-conflict situations.

For what age group was the Toolkit designed?

This resource is designed to support programs for the adolescents ages 10-17 – the subgroup of adolescents that are also children within UNICEF’s mandate. Depending on the context users may apply it to programs that include other age groupsⁱⁱ, adapting as needed.

How were the peacebuilding competency domains selected?

The process of selecting competency domains began with an extensive desk reviewⁱⁱⁱ followed by a series of consultations with UNICEF specialists in education, child protection, life skills, participation, psycho-social wellbeing and peacebuilding, among others.

Foundational Concepts

Conflict sensitivity and peacebuilding

Today, much of UNICEF programming operates in fragile or conflict-affected contexts. In these situations, not only are UNICEF’s development goals undermined, but the very presence of UNICEF programmes (as with any external actors) affects the conflict environment, regardless of whether programmes are explicitly pursuing peacebuilding objectives or if they are focused solely on development or humanitarian objectives.^{iv}

Conflict sensitive and peacebuilding programming becomes an organizational imperative as the presence of these programs run the risk of unintentionally contributing to increased tension or aggravating conflict dynamics. In fragile and conflict situations a deep understanding of conflict dynamics must inform program planning, implementation and evaluation. To this end, approaches that promote conflict sensitivity and peacebuilding in program planning and evaluation are integrated throughout this toolkit.

Defining Conflict Sensitivity and Peacebuilding^v

Within UNICEF **conflict sensitivity**, framed as “do no harm” in program implementation, is defined as working most effectively **IN** conflict, principally through:

- Understanding the conflict context,
- Understanding the interaction between interventions and the conflict context,
- Acting upon this understanding to avoid negative impacts and maximize positive impacts on conflict factors; and
- Responding to changes in conflict dynamics by adjusting programming.

Within UNICEF **peacebuilding**, framed as “do more good” in program implementation, is defined as working **ON** conflict, with an intention to produce “primary” or “secondary” peacebuilding outcomes, to:

- Reduce the risk of a lapse or relapse into conflict by addressing both the causes and consequences of conflict,
- Strengthen national capacities at all levels for conflict management; and
- Lay foundations for sustainable peace and development.

Innovation

To apply to the uniqueness and diversity of contexts where UNICEF operates and to address the vast complexity underlying conflicts around the world, approaches to program planning and evaluation must be flexible and adaptive. Furthermore, to discover and test a variety of approaches to transform longstanding, often deep-rooted issues, approaches to peacebuilding must create space for creativity and exploration.

This toolkit aims to be a resource to help users to identify promising innovations while supporting partners to adopt, adapt and scale up the most promising approaches, quickly identifying those that are not.

To promote the flexibility, adaptability and exploration necessary to uncover new and creative pathways to peace, this toolkit has adopted UNICEF’s principles for innovation and outlined processes for program planning and evaluation that promote innovation using these principles.

Programs that are innovative are continually evolving, adapting their strategies to the changing contexts in which they operate. The more flexible and creative users can be in applying this toolkit to the contexts in which they work, the more effective they may be in achieving peacebuilding outcomes.

Innovation Principles^{vi}

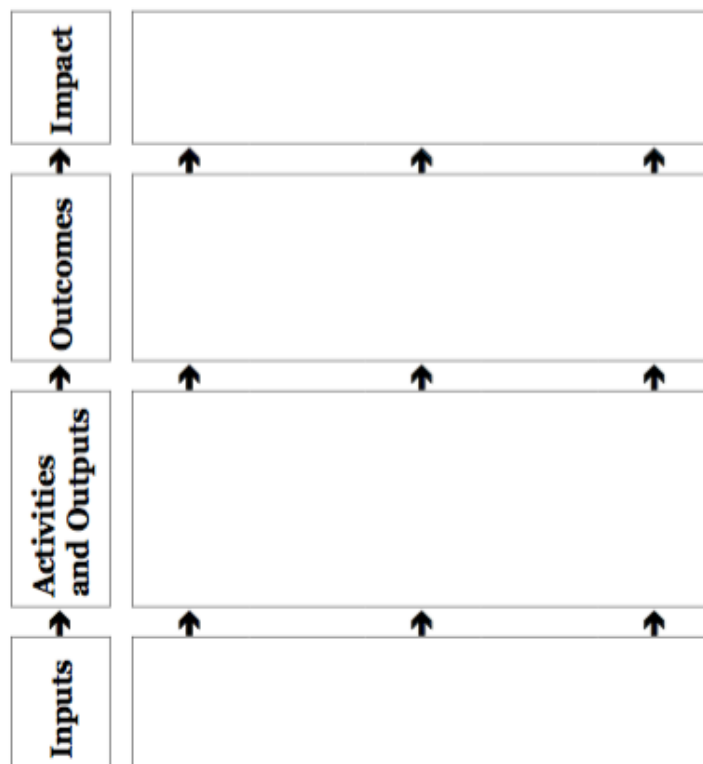
1. *Design with the User*
2. *Understand the Existing Ecosystem*
3. *Design for Scale*
4. *Build for Sustainability*
5. *Be Data Driven*
6. *Use Open Standards, Open Data, Open Source, and Open Innovation*
7. *Reuse and Improve*
8. *Do no Harm*
9. *Be Collaborative*

The results framework for program planning and evaluation

Integrated throughout this toolkit, UNICEF's results framework is an *approach* to program planning and evaluation that illustrates the necessary lower-level results that lead to the achievement of a strategic, higher-level result.

The sequence of the results framework (input => output => outcome => impact) followed to achieve desired objectives is referred to as the result chain. Generally, the result of an activity is referred to as output, the result of a program is referred to as outcome, and the resulting change on the situation is referred to as impact.

The format of the results framework (shown on the right) is how the results framework is presented in this toolkit. Its presentation is vertical so users can visualize how lower-level results build up to higher-level results.



Peacebuilding and the results framework

Key terms^{vii} in a peacebuilding results chain

Impact - The longer-term intended or unintended result (technical, economic, socio-cultural, institutional, environmental or other) of a program, corresponding to the program goal. The impact describes the changes at the level of the right-holders (children, adolescents, families, women, etc.).

For programs with peacebuilding objectives, impact often focuses on diminishing the negative direct and indirect effects of violent conflict on children, adolescents and families; or tangible changes such as improved cooperation of conflict parties, increased inclusion of marginalized groups, the transformation of stereotypes, discrimination or prejudice, or other changes that move in the direction of lasting peace.

Outcomes - The results generated by a program, typically related to actual or intended changes in the relevant conditions that programs seek to support.

For programs with peacebuilding objectives outcomes may include changes in behaviour or practices of participants or community members; changes in structures or policies adopted by businesses, governments, organizations, institutions or decision making bodies; or the establishment of new platforms for peacebuilding or mechanisms for conflict resolution.

Outputs - The specific products (goods, services or other) that are the result of one or more activities.

For programs with peacebuilding objectives outputs may include training/workshop plans, curriculum frameworks, print or video media used for educational or advocacy purposes, program graduates, etc.

Activities – A set of actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs.

For programs with peacebuilding objectives activities may include meetings with community groups, surveys, construction of physical infrastructures, trainings, dialogue initiatives, advocacy tasks, community activities, events or other.

Inputs – The resources UNICEF needs to conduct an activity. These can be human resources, financial and material resources, technological, informational or other.

Using this Toolkit

This toolkit can be used as a stand-alone resource or can be used together with additional supplementary resources (some suggested below).

Contents of this toolkit

The contents of this toolkit are outlined below:

Chapter I. Adolescents, Conflict and Peacebuilding explains the rationale behind this toolkit including key understandings on conflict, the effects of conflict on adolescents and opportunities for adolescents as peacebuilders. It outlines the overarching theory of change, strategies for peacebuilding and programme entry points for users of this toolkit.

Chapter II. Peacebuilding Competency Framework provides an overview of each of the framework's ten competency domains along with context, conflict, age and gender considerations to promote conflict sensitive application of the framework.

Chapter III. Program Planning with the Competency Framework provides guidance, tools and worksheets along with a series of collaborative workshops to support users to plan programs working towards peacebuilding outcomes. This chapter will further support users to incorporate theories of change to program planning processes and to integrate the Competency Framework in programs.

Chapter IV. Evaluation with the Competency Framework outlines an innovative approach to program evaluation that is responsive to changing dynamics while creating space to explore new pathways to achieving peacebuilding outcomes. Guidance, tools and worksheets are provided to support users to establish an evaluation framework, assess competency learning, measure change, and integrate a range of tools for data collection.

Appendices are included as additional resources and are cited throughout the toolkit to support processes of program planning and evaluation.

Supplementary resources

The Adolescent Kit for Expression and Innovation,^{viii} developed by ADAP in conjunction with the Adolescents as Peacebuilders Toolkit, this toolkit can be used to support users to integrate competency-building activities to programs. It additionally includes guidance and tools to support facilitators and coordinators implementing projects with adolescents in humanitarian situations.

Engaging Adolescents in Conflict Analysis,^{ix} prepared for ADAP to support the inclusion of adolescents in conflict analysis, this resource offers tools and methods that can ensure the safe and meaningful participation of adolescents when doing a conflict analysis. As conflict sensitivity and peacebuilding rely on robust conflict analysis, users who do not have access to a comprehensive conflict analysis are encouraged to use this resource.

Innovation Labs: A Do-It-Yourself Guide,^x created in collaboration with the Innovation Unit in UNICEF's New York Headquarters and partners in the UNICEF Innovation Lab Network, this resource provides operational guidance for those interested in setting up innovation labs and projects. Includes worksheets, templates and other documents to assist a developing innovation lab in getting up to scale.

UNICEF Conflict Sensitivity and Peacebuilding Programming Guide, from the Humanitarian Action and Transition Section (HATIS) of UNICEF, is a tool for UNICEF field and programme staff and leadership to understand and operationalize conflict sensitivity and peacebuilding for programme planning and implementation.

UNICEF Conflict Analysis Guide, from HATIS UNICEF, is a tool for UNICEF field and programme staff and leadership to plan and implement conflict analysis as a foundation for conflict sensitive and peacebuilding programming.

I. Adolescents, Conflict and Peacebuilding

Adolescents and Conflict

Effects of conflict on adolescents

In situations of violent conflict the systems, structures and communities that support the growth and development of adolescents crumble. While adolescents are not as vulnerable as young children to death and disease produced by conflict, their protection and wellbeing are often neglected and opportunities available to them lost. Common risks adolescents face as a direct result of violent conflict include:^{xi}

- Becoming the target of attacks, or a target for recruitment by military or other armed groups, in some cases participating in associated acts of violence;
- Becoming a victim of sexual violence or exploitation as a result of displacement, isolation and/or poverty resulting from conflict; and
- Vulnerability to be lured or dragged into participation in criminal activities as a way of coping with the material and/or emotional uncertainties of their lives.

Adolescents additionally inherit indirect consequences of conflict and are forced to deal with long-term inherited societal divisions underlying conflict.^{xii} Indirect consequences include the disruption in education (particularly for girls) and other basic services resulting from economic hardship and responsibilities to care for younger siblings in the absence of parents.

Adolescents as peacebuilders: an opportunity

Adolescents are not only victims and witnesses to conflict. They are often politically outspoken in conflict and post-conflict situations. In many situations they are an integral part of efforts to resolve conflict, helping communities recover from violence and initiating creative solutions to longstanding problems.

The knowledge that adolescents gain from living in conflict and the skills they develop to cope with the challenges they face are a real and dynamic part of the changing context. Involving adolescents in conflict resolution and post-conflict rebuilding promotes their protection while giving them further opportunity to gain practical experience in resolving conflicts non-violently and healing communities.

Adolescents are an often neglected, yet powerful resource for initiating positive change and building peace from the ground up. Just as adolescents are more likely to flourish and realize their potential in conditions of peace and security, those conditions of peace and security are more likely to be attained if they are given an opportunity to play a full part.^{xiii}

Key understandings on conflict

Conflict involves a clash or struggle between groups who perceive that their needs, goals or strategies are incompatible, mutually exclusive or antagonistic. It can involve contestation around demands, interests, collective memory, emotions, perceptions, values, beliefs, history, culture, behaviors, actions, symbols or power. In most cases contestation includes a range of factors.^{xiv}

Below are a few key understandings about the nature of conflict, violence and peace, which serve as a foundation for this toolkit: ^{xv}

- Conflict is natural and it happens in every context, at every level of society. Inability to resolve conflict peacefully can lead to violent conflict.
- Conflict is a constantly changing, dynamic phenomenon, which therefore can be influenced by groups and individuals to create positive change.
- Just as violence and discrimination are learned, people can learn to build peace in themselves, in their families and in their communities.

Strategies for Peacebuilding

Overarching Theory of Change

The overarching theory of change for this resource is:

***IF** adolescents living in conflict and humanitarian situations develop competencies for peacebuilding, **THEN** they will be better able to cope with the challenges they face, influence those around them in a positive way and be drivers of peace within the communities and societies in which they live.*

*This is **BECAUSE** the contextually relevant knowledge, attitudes and skills that adolescents gain in developing peacebuilding competencies will increase their resilience and enable them to perceive and transform issues underlying conflict.*

Transforming underlying causes of violence

Peacebuilding competencies support adolescents to transform issues of **indirect violence**, both structural and cultural, in many cases underlying **direct violence**.^{xvi} Developing an understanding of the many forms of violence can help users to apply the Peacebuilding Competency Framework in creative ways to most effectively support adolescents to transform issues of violence in the communities in which they operate. The table^{xvii} below maps various forms of both direct and indirect violence.

	Personal	Interpersonal	Community/Society
Direct Violence	Suicide Drug Abuse Self harming behavior	Intimate partner violence, child abuse, neglect and other forms of physical violence Rape and sexual violence Emotional and verbal abuse; coercion and threats Psychological abuse and manipulation Bullying and intimidation	Armed conflict Communal violence Violent crime Sexual violence in war and conflict Coercion and threats Pogroms and genocide Torture
Indirect Violence: - Structural violence - Cultural violence	Powerlessness Vulnerability Alienation Low self-esteem Anxiety	Prejudice, racism, sexism, ageism in family, friend and peer groups Discrimination of persons based on culture or identity Religious intolerance Economic abuse Unequal privilege and opportunity of individuals Isolation, exclusion and neglect	Prejudice, racism, sexism, ageism Structural discrimination Cultural domination Religious intolerance Social inequality; unfair distribution of wealth; poverty Unequal privilege and opportunity of groups Fundamentalism, extremism, dehumanization and marginalization

UNICEF and peacebuilding

UNICEF has been working to help adolescents and children to live in peace since its founding. An internal UNICEF mapping exercise in 2007 identified nearly 350 peacebuilding activities and projects implemented globally by 120 UNICEF Country Offices.^{xviii} While some programs specifically use the term ‘peace’ or ‘peacebuilding’, many integrate peacebuilding objectives without including these terms.

Peacebuilding objectives

This toolkit will support users to design and evaluate programs working towards peacebuilding outcomes. In planning programs, users can either approach peacebuilding as a “primary objective” or as a “secondary objective” (with development, humanitarian or social service objectives as primary). In both cases it is important to make peacebuilding an explicit **intent** from the beginning and plan accordingly.

Peacebuilding objectives:

- Address **root causes** and consequences of violent conflict, and
- Strengthen **national capacities** to lay foundations for sustainable peace and development.

In programs where peacebuilding is the “**primary objective**”:

- Peacebuilding outcomes are the main objective and programming planning and evaluation follows a **primary intent** to pursue these.

In programs where peacebuilding is the “**secondary objective**”:

- Programming seeks to achieve peacebuilding objectives, while primarily fulfilling development and/or humanitarian objectives.
- Programming planning and evaluation focus on pursuing peacebuilding objectives as a **secondary intent** that is explicit in the process of managing and delivering social services.
- Such programming aims to first meet development/humanitarian objectives while also pursuing explicit peacebuilding objectives.

Levels of engagement

There are three levels of engagement at which UNICEF’s ongoing work and mandate have relevance and impact. It is at these levels where programs can develop a strategy to work towards peacebuilding outcomes.

State and Policy Level: Strengthening state-society relations through improved sector-governance and related institutional capacity.

UNICEF calls this ‘vertical social cohesion’.

Community Level: Engaging communities to strengthen positive relationships among groups and build capacities to respond to effects of violent and address underlying causes and dynamics.

UNICEF calls this ‘horizontal social cohesion’.

Individual Level: Building the capacities of individuals, inclusively, to deal with impacts of violent conflict, and address the causes of conflict, as active members of communities.



While the Peacebuilding Competency Framework explicitly promotes building adolescent competency for peacebuilding at the individual level, it further builds the capacity of adolescents to engage at other levels. Furthermore, when adolescents develop peacebuilding competencies (at the individual level), particularly when objectives are meaningful and explicit, this can strengthen a program’s ability to achieve peacebuilding outcomes at other levels. While often focusing explicitly on one level, programs should recognize that all three levels are interconnected. In some cases programs can highlight these connections.

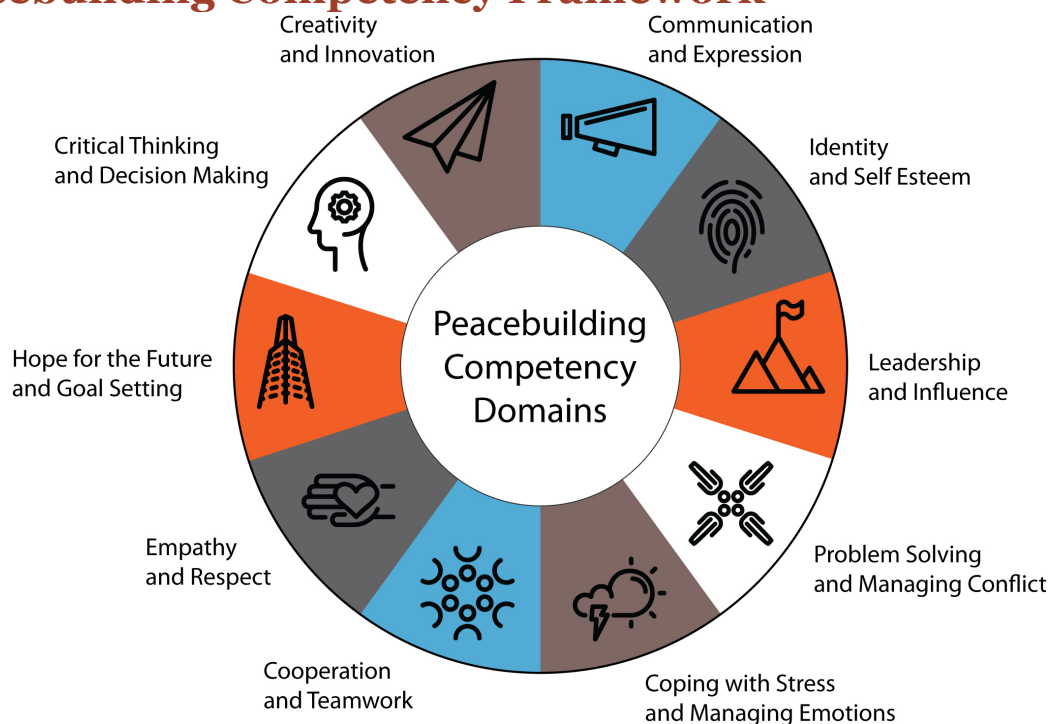
Entry points for the Competency Framework

Having identified relevant themes across UNICEF sectors in its early stages of its development, the Peacebuilding Competency Framework was designed so that it can be widely applied across multiple programme sectors. The following table can help users generate ideas about potential entry points for integrating the Peacebuilding Competency Framework into programs.

Further possibilities are available for programs with peacebuilding as a primary objective. The section on ‘Developing a Theory of Change’ provides additional examples predominantly for these users.

Programmatic entry points	Potential entry points for the Peacebuilding Competency Framework
Education	Back to school campaigns; go to school campaigns Non-formal Education, Accelerated Learning or Service Learning Programs Curriculum reform; curriculum development Emergency Education and Temporary Learning Centers (TLSs) After School or out-of-school forums, networks, sports, clubs and activities Student/adolescent led initiatives promoting a culture of peace, nonviolence, diversity and/or cooperation Peace and Conflict Resolution Education/Training Programs Student councils and other collaborative decision making mechanisms Education policy integrating peacebuilding competencies into learning content Adolescent engagement in education program planning and implementation
Protection and Psycho-social Support	Psycho-social trainings; Gender Based Violence (GBV) Prevention/Response Community Based Child Protection Networks and Committees Child/Adolescent Friendly Spaces; Peer-to-peer support programs School-based Protection and Advocacy Adolescent involvement in information/advocacy campaigns Platforms/mechanisms for reporting violations and abuse Community based mechanisms to address sexual and gender based violence Curriculum, content or media integrated with peacebuilding competencies Adolescent engagement in program planning and implementation
Life skills and Adolescent/youth Participation	Adolescent (or Youth) Centers, Entrepreneur/Leadership Programs Adolescent (or Youth) Sports and Teamwork Programs Life Skills and Vocational Training Programs Peer-to-peer Mentoring/Tutoring/Resilience Programs Rehabilitation and Reintegration of Adolescents Associated with Armed Groups Art, Music and/or Creative Media Programs Curriculum, media or advocacy messaging with peacebuilding competencies Community Development or Service Projects
Health, Nutrition, HIV and WASH	Health, nutrition and WASH education/training content integrated with peacebuilding competencies Community cohesion around shared issues and needs (ie. health, nutrition, etc.) Joint projects; collaborative/cooperative design, management and/or implementation of projects with diverse communities or conflict parties Adolescent engagement in program planning and implementation
Innovation	Innovation Labs

II. The Peacebuilding Competency Framework



Framework Overview

The Peacebuilding Competency Framework includes ten competency domains which promote adolescent capacity as peacebuilders:

Communication and Expression	Cooperation and Teamwork
Identity and Self Esteem	Empathy and Respect
Leadership and Influence	Hope for the Future and Goal Setting
Problem Solving and Managing Conflict	Critical Thinking and Decision Making
Coping with Stress and Managing Emotions	Creativity and Innovation

Adolescents and competency for peacebuilding

Adolescents themselves, as all persons, already possess some degree of competency within each domain. Integrating the competency framework into program design creates opportunities and provides focused support for adolescents to build on their existing peacebuilding competencies. The knowledge, attitudes and skills associated with each competency domain can enhance the ability of adolescents to be peacebuilders and to work towards achievement of peacebuilding outcomes.

Contents of each domain description

This chapter provides one page descriptions of each domain that include brief domain overviews, considerations to support users to adapt competencies to the needs of the situation in which they are operating and tables that show how learning in each competency domain supports growth and learning in other domains.

When reviewing considerations, users should reflect on the range of experiences that adolescents in each context have, influenced by their age, gender, ability, socio-economic status, ethnicity, cultural heritage and other variables, and how these influence their ability to meaningfully access opportunities to participate in peacebuilding.

Because of the developmental differences across the ages of adolescents included within the focus of this toolkit (age 10-17), considerations note a distinction between younger adolescents (10-14) and older adolescents (age 15-17).^{xix}

Competency Domain Descriptions

Communication and Expression

Adolescents are continually learning and trying new ways to communicate and express themselves. Practicing creative methods of expression can enable adolescents to build confidence and gain self-awareness while learning strategies to communicate effectively can help them navigate difficult situations, resolve conflicts and build peace.

Adolescents should learn how one's gender, ethnic and cultural identity, socio-economic status and a range of other factors influence how they learn to communicate and express themselves, and how others respond to them. They should further practice ways to express their unique identities in healthy and productive ways, and in some cases to use communication and expression to challenge social or cultural norms.

In situations where the voice of adolescents is not heard or where adolescents have few opportunities for expression, developing this competency can help adolescents find a voice. In situations where hate speech and other negative forms of communication drive conflict or where some gender, identity or culture groups are unable to express themselves freely, developing this competency can empower adolescents to combat hate speech, promote peace speech and ensure marginalized voices are heard.

Consider the context

- What opportunities for expression exist for adolescents in this context? What challenges do they face? How are these different for boys and girls? Adolescents from different culture or socio-economic groups?
- That topics are taboo to discuss?
- What opportunities exist for adolescents to practice communication with other culture groups? Other socio-economic groups?
- Are festivals and events inclusive to diverse groups in the community?

Consider conflict influences

- How have communication patterns changed as a result of the conflict? Can people speak freely? With anyone they choose?
- Are there any culture or identity groups whose voice has been censored or expression limited as a result of the situation?
- Is hate speech or negative communication patterns tied in with conflict dynamics? How have these influenced adolescents?
- How has the voice of adolescents been affected by conflict dynamics? Is there an adolescent voice for peace? Can there be?

Consider age and gender influences

- What differences are seen in communication styles between boys and girls? What influences these differences?
- What methods of artistic and cultural expression are common for girls? Boys?
- How are adolescents expected to speak with elders? How are expectations different for boys and for girls? For older adolescents? For younger adolescents?
- What experiences/stories (from conflict) do adolescents have that they want to express? How is this different for boys and girls?

Linkages with other domains:

Learning in <i>this domain</i> can enhance one's ability to...	Relevant to
... unite people towards a common purpose.	Identity and Self Esteem
... listen and understand multiple perspectives.	Leadership and Influence
... communicate effectively in challenging situations.	Problem Solving and Managing Conflict
... build cooperation amongst groups in conflict.	Coping with Stress and Managing Emotions
... build empathy through active listening.	Cooperation and Teamwork
... convince others to be hopeful for the future.	Empathy and Respect
... communicate shared visions, hopes and dreams.	Hope for the Future and Goal Setting
... facilitate dialogue to find creative solutions.	Critical Thinking and Decision Making
... creatively express their ideas and opinions.	Creativity and Innovation

Identity and Self-Esteem

Adolescents are constantly exploring their identities and often don't reach a fully developed sense of 'self' until adulthood. Building self-esteem and providing safe spaces to explore their own identity can help adolescents engage positively in family, friend and peer groups as they grow into confident, dynamic adult women and men.

Adolescents should be provided a safe, supportive environment so they can develop a healthy sense of self and explore where they fit into their community and society. Through exploration and learning they begin to define their self identity in family, friend and peer groups navigating sometimes challenging social pressures and expectations related to their gender, ability, ethnicity, religion, culture and other relevant markers of identity.

In situations where some identity groups are marginalized or excluded this competency can help adolescents promote inclusion. In situations where identity politics drive conflict building this competency can help adolescents to critically analyze and deconstruct identity politics. In situations where conflict may have damaged the self-esteem of adolescents or made them feel ashamed of their identity, developing this competency can help adolescents support each other to build self esteem and develop healthy, strong, unique identities.

Consider the context

- What spaces exist in the community where adolescents can explore identity and build self-esteem in a healthy way?
- Which culture and identity groups are predominant in the community? How do they respond to others?
- What additional challenges to adolescents from marginalized groups have to develop healthy self-esteem and sense of identity?
- Is the national identity inclusive to diverse groups? How does this affect adolescents in their search for identity?

Consider conflict influences

- Are any identity groups denied citizenship or otherwise excluded? Are there any influences of identity based hate speech? How strong is their influence?
- How have the roles of adolescents changed as a result of the conflict? Of younger/older adolescents? Of boys? Of girls? How has conflict influenced the interaction between men and women, boys and girls?
- What opportunities exist for adolescents to learn from different identity groups that are party to the conflict?

Consider age and gender influences

- What are the traditional roles and responsibilities of adolescent boys and girls? How are these different for younger and older adolescents?
- How does the community view those who do not conform to traditional gender roles?
- In the context, at what age are boys considered adults? At what age are girls considered adults?
- Who are role models for adolescent boys? For girls? Have they changed as a result of conflict?

Linkages with other domains:

Learning in *this domain* can enhance one's ability to...

	Relevant to
... express oneself with confidence and conviction.	Communication and Expression
... utilize their own strengths in a leadership capacity.	Leadership and Influence
... resolve identity-based conflicts.	Problem Solving and Managing Conflict
... demonstrate confidence when facing challenges.	Coping with Stress and Managing Emotions
... build cooperation amongst diverse identity groups.	Cooperation and Teamwork
... understand others who are different from oneself.	Empathy and Respect
... take initiative in achieving one's goals.	Hope for the Future and Goal Setting
... trust one's own ideas when analyzing issues.	Critical Thinking and Decision Making
... utilize diversity to enhance creativity.	Creativity and Innovation

Leadership and Influence

Adolescents who understand their capacity for leadership and influence are more likely to seek new knowledge, experiment and persist when they encounter challenges. Learning how they can have a positive influence on their surroundings enables adolescents to work for positive change in their family, friend and peer groups, and can contribute to building momentum towards peace in the community.

Opportunities and challenges for adolescents to practice leadership, styles of leadership and the ways that adolescents learn to influence others vary from one context to the next, for boys and girls, and for those from different ethnic, cultural or socio-economic backgrounds. Adolescents should learn to analyze how their background and identity influence their style of leadership and how the community responds to them as leaders.

In situations where adolescents have been forced, coerced or otherwise influenced to support violence, practicing positive ways to be a leader and influence people can help adolescents transition away from conflict. In situations where societal norms or conflict influences block adolescents from leadership and decision making or where a voice for peace amongst the adolescent community is absent, developing this competency can support adolescents to create space for adolescent participation in community decision making and drive peace efforts.

Consider the context

- What opportunities are available for adolescents to practice leadership? What barriers exist? Do norms support or discourage adolescent leadership?
- What style of leadership common in the community/society? Do leaders welcome input and collaboration with others?
- What level of control do adolescents have over decisions that affect their lives? What is the level of parental or community control?
- Are there historic examples of adolescent leaders, or involvement in decision-making?

Consider conflict influences

- How do leaders influence conflict dynamics? Do leaders promote or perpetrate violence? Are peace leaders well known or influential?
- Have any adolescents been forced, coerced or otherwise influenced to support conflict or violence? Has the conflict resulted in organized gender-based violence?
- How has the conflict influenced the level of control adolescents have over their lives?
- Are adolescents involved in efforts to create peace? What opportunities exist for adolescents to build peace?

Consider age and gender influences

- Are most visible leaders men or women? To what extent are both men and women represented in decision-making processes? In peace processes (where applicable)?
- What styles of leadership are considered appropriate for boys? For girls? Are female leaders expected to behave differently?
- What opportunities are there for adolescent boys to practice leadership? For adolescent girls? How are these different? What barriers exist for boys and girls?

Linkages with other domains:

Learning in <i>this domain</i> can enhance one's ability to...	Relevant to
... use expression to positively influence others.	Communication and Expression
... build inclusive community group identity.	Identity and Self Esteem
... influence others to support peacebuilding efforts.	Problem Solving and Managing Conflict
... help others to transform negative emotions.	Coping with Stress and Managing Emotions
... involve others in creative processes.	Cooperation and Teamwork
... influence others to show respect.	Empathy and Respect
... unite others to work towards shared goals.	Hope for the Future and Goal Setting
... speak openly about critical ideas and perspectives.	Critical Thinking and Decision Making
... convince others to try new approaches.	Creativity and Innovation

Problem Solving and Managing Conflict

The ability to solve problems and manage conflict in nonviolent ways is critical to maintaining positive relationships with others and building peace in the community. Developing this competency can help adolescents to navigate difficult transitions and to manage disruptions in their family, friend and peer groups. It can further enable adolescents identify conflict issues, perceive opportunities to create ‘win-win’ solutions and engage effectively with conflict to help resolve issues as they emerge.

Adolescent boys and girls, from different ethnic and cultural groups, socio-economic levels and abilities often take on different roles as they engage with conflict. Adolescents should learn to understand the nature of conflict, analyse the role of their community in perpetuating conflict dynamics and find opportunities to resolve underlying issues.

In situations where conflict is protracted or where parties are consistently unable to find solutions to shared problems, developing this competency can help adolescents to encourage conflict parties to approach conflict resolution in different, more constructive ways. In situations where adolescents are regularly faced with difficult situations, conflict management skills can help them mitigate the damaging effects of conflict.

Consider the context

- How have conflicts been resolved in the past? Were solutions acceptable to everyone? What conflict resolution mechanisms exist?
- Who is involved in decision making and managing conflict in the community? Do they include adolescents?
- What opportunities are available for adolescents to solve problems and manage conflict in the community? In the family?

Consider conflict influences

- What are the key influences (political, social and economic) contributing to conflict in the community? How do they affect adolescents?
- How do different conflict parties view the conflict? Are there alternative, more constructive ways to view the conflict?
- What is the historical legacy of the conflict? What patterns have developed for resolving conflict? How are adolescents involved?
- How are adolescents involved in resolving conflict or creating peace? What risks do adolescents face in managing conflict? Are there specific risks? Is there increased risk of violence? Gender-based violence?

Consider age and gender influences

- Do conflict resolution mechanisms in the community involve adolescent boys? Girls? Older adolescents? Younger?
- In families are adolescent boys often provided opportunity to resolve conflicts? Are girls? Older adolescents? Younger?
- Are the ideas and perspectives of adolescents heard when discussing conflict issues? Is it different for adolescent girls and boys? Older adolescents and younger?
- Are there organized platforms adolescents can use to solve community problems? Can boys and girls be involved in the same way? Younger and older adolescents?

Linkages with other domains:

Learning in <i>this domain</i> can enhance one’s ability to...	Relevant to
... communicate effectively in challenging situations.	Communication and Expression
... understand identity influences to conflict/peace.	Identity and Self Esteem
... take a lead role in resolving conflict.	Leadership and Influence
... mitigate influence of stress on oneself and others.	Coping with Stress and Managing Emotions
... resolve problems within teams and groups.	Cooperation and Teamwork
... understand the challenges faced by conflict parties.	Empathy and Respect
... remove barriers to the achievement of one’s goals.	Hope for the Future and Goal Setting
... analyze complex issues with a critical perspective.	Critical Thinking and Decision Making
... find creative solutions to problems.	Creativity and Innovation

Coping with Stress and Managing Emotions

The ability to cope with stress and manage one's emotions can help adolescents to navigate the challenges they face in conflict and humanitarian situations. Reflection on one's emotional state can help adolescents understand why they have certain emotions, and to understand the emotions of others. Adolescents who have developed the ability to transform negative emotions in themselves, further, can help others do the same, in some cases managing the emotions of others to de-escalate conflict.

While expectations of what are acceptable mechanisms for coping with stress and displaying emotions vary by context and are often different for boys and girls, developing this competency can help adolescents to challenge societal expectations on how stress and emotions are managed.

In situations where violent conflict and other events have traumatized adolescents, families and communities, developing this competency can help adolescents to heal themselves and others. In situations where societal norms pose barriers to learning and talking about emotions and where emotions are readily manipulated to escalate conflict or encourage violence, developing this competency can help adolescents to transcend societal norms and manage emotions of others to de-escalate conflict.

Consider the context

- What opportunities exist for adolescents to develop healthy habits to learn about their emotions? Do adolescents have sufficient vocabulary for discussing their emotions?
- What cultural or social patterns exist for talking (or not talking) about emotions? Is it common for families to talk about emotions?
- What healthy mechanisms for coping with stress are available in the community? Are these commonly available to adolescents? Would new mechanisms be welcomed?

Consider conflict influences

- What stressors have adolescents, families and communities experienced resulting from conflict? Have there been any particularly traumatic events?
- Who can adolescents go to for help to deal with their emotions? How do they cope? Is there a forum for speaking about emotions?
- Are emotions a factor in the conflict? Are emotions manipulated to encourage people to engage in violence or support conflict?
- Have pre-existing mechanisms for coping with stress been lost as a result of the conflict? Are new mechanisms available?

Consider age and gender influences

- What emotions are adolescent boys and girls expected to show in response to the conflict? How does this affect and restrict them?
- What coping mechanisms are available to girls? Boys? Younger adolescents? Older?
- What is considered an appropriate situation where adolescent boys and girls can talk about emotions? Younger/older adolescents? What opportunities does each group have to discuss emotions in a safe, productive way?
- Is it considered appropriate for boys to express anger and other negative emotions in public? Girls? Younger adolescents? Older?

Linkages with other domains:

Learning in *this domain* can enhance one's ability to...

	Relevant to
... express one's emotions in a healthy manner.	Communication and Expression
... maintain self-esteem in difficult situations.	Identity and Self Esteem
... help others to transform negative emotions.	Leadership and Influence
... manage emotions of people/parties in conflict.	Problem Solving and Managing Conflict
... discuss emotions in group settings.	Cooperation and Teamwork
... understand the difficult emotions of others.	Empathy and Respect
... have hope for the future when faced with difficulty.	Hope for the Future and Goal Setting
... make decisions that will reduce stress.	Critical Thinking and Decision Making
... find creative inspiration emotions.	Creativity and Innovation

Cooperation and Teamwork

Practicing cooperation and teamwork can help adolescents to form and maintain healthy relationships with others, and prepare them for active participation in the community as they grow into adulthood. Adolescents should learn the benefits of cooperation, perceive barriers to cooperation and practice ways to overcome those barriers. As an alternative to blame, adolescents can promote cooperative problem solving and reconciliation.

Adolescents should develop an understanding of how communities can use cultural, identity and socio-economic markers to exclude individuals and groups, and reflect on how this affects themselves and others. They should develop awareness of excluded persons and groups, and learn technique to foster inclusion and meaningful participation of all persons regardless of difference.

In situations where adolescents are isolated or some cultural or identity groups are excluded from community decision-making and/or activities, developing this competency can help adolescents promote inclusion of marginalized persons and groups. In situations where relationships are broken or patterns of mistrust inhibit cooperation, developing this competency can help adolescents to build trust, bring people together and promote reconciliation between conflict parties.

Consider the context

- What opportunities exist for adolescents in this context to engage in group activities? Are there sports groups? Clubs? Etc.? Do all cultural/religious groups and socio-economic classes have access to these?
- Is participation in activities with diverse groups encouraged or discouraged by parents/society? Why?
- Do different culture and identity groups host separate events, festivals and activities or are they integrated? Are there examples of cooperative event planning? Are there any groups excluded from these activities?

Consider conflict influences

- Are adolescents isolated, expected to care for young children, work, or in another situation limiting opportunities for cooperation and teamwork as a result of conflict?
- Have adolescents been drawn into supporting violent conflict? Are there forces that prohibit or discourage cooperation with certain individuals or groups?
- Is there a need for trust building or reconciliation between conflict parties? What can be adolescent's role in this?

Consider age and gender influences

- What opportunities for cooperation exist for adolescent boys? For adolescent girls? Younger adolescents? Older?
- Are there any groups of adolescent boys or girls that are excluded or left out? What can be done to facilitate their meaningful participation?
- What types of interaction are considered appropriate between adolescent boys and girls? How is interaction different in same sex versus mixed groups?

Linkages with other domains:

Learning in <i>this domain</i> can enhance one's ability to...	Relevant to
... facilitate open communication in groups.	Communication and Expression
... build inclusive group identity.	Identity and Self Esteem
... lead cooperative efforts for problem solving.	Leadership and Influence
... engage participation of others to solve problems.	Problem Solving and Managing Conflict
... discuss challenging emotions in group settings.	Coping with Stress and Managing Emotions
... demonstrate empathy and respect in groups.	Empathy and Respect
... identify shared hopes and dreams; set group goals.	Hope for the Future and Goal Setting
... facilitate decision-making processes in groups.	Critical Thinking and Decision Making
... facilitate idea generation in groups.	Creativity and Innovation

Empathy and Respect

The ability to understand the feelings of another person and to respect the inherent dignity of all persons are core qualities of adolescents as peacebuilders. Building meaningful relationships with diverse people can help adolescents develop empathy and respect. Adolescents with strong competency for empathy and respect can play an active part in promoting mutual understanding in family, friend and peer groups, and in the community.

Where strict gender roles are the norm, adolescents have less opportunity to learn perspectives of the opposite sex. Likewise, opportunities for meaningful interaction with persons from diverse ethnic, religious, cultural or socio-economic groups vary greatly by context. Adolescents should learn to critically analyze the foundations of cultural norms, social forces and structures within their institutions that promote or discourage diversity.

In situations where diverse culture/identity groups are isolated from one another developing this competency can help adolescents understand the experiences and perspectives of diverse people. In situations where dehumanization or religious intolerance drive conflict and where the perspectives of one group dominate political and social discourse, developing this competency can help adolescents to counter divisive narratives or promote inclusion of diverse voices and perspectives.

Consider the context

- How does the society promote or exclude minorities? Are institutions well integrated or are they dominated by one culture group?
- Are schools integrated with diverse groups? Do educational materials adequately reflect the diversity of all groups in the society?
- Do diverse groups celebrate festivals and other activities together or separately?
- What opportunities do adolescents have to interact with persons from different culture and identity groups? Are there restrictions?

Consider conflict influences

- Have adolescents (and families) suffered any traumatic experiences? Who do they see to be responsible for their situation?
- Are identity politics part of conflict dynamics? Which identity or culture groups have been drawn into conflict with one another? How do they perceive each other?
- Has the humanity of one or more identity or culture groups been neglected? Have any groups been actively dehumanized?
- What opportunities exist for healthy, meaningful interaction between and amongst diverse groups involved in the conflict?

Consider age and gender influences

- What out-of-school activities do younger adolescents engage in? Older? Boys? Girls? Do these activities provide opportunity for meaningful interaction with diverse groups?
- Are there any restrictions or social norms that would prevent boys, girls or diverse groups from interacting with each other? May interaction between diverse groups of adolescents pose any risks?
- What opportunities (and barriers) exist for adolescents to take on the perspective of the opposite sex? To understand challenges of those who don't conform to gender norms?

Linkages with other domains:

Learning in <i>this domain</i> can enhance one's ability to...	Relevant to
... understand and speak about emotions of others.	Communication and Expression
... understand persons from different identity groups.	Identity and Self Esteem
... build trust with conflict parties.	Leadership and Influence
... understand the influence of emotions on conflict.	Problem Solving and Managing Conflict
... understand the negative emotions of others.	Coping with Stress and Managing Emotions
... demonstrate respect within and amongst groups.	Cooperation and Teamwork
... understand the hopes and dreams of others.	Hope for the Future and Goal Setting
... make decisions that consider the needs of others.	Critical Thinking and Decision Making
... recognize creativity in others.	Creativity and Innovation

Hope for the Future and Goal Setting

For adolescents facing challenging situations, feeling hope for the future can decrease stress, increase resilience and empower them to make positive changes in their own lives and the lives of those around them. Adolescents can learn to assess the situation they are in, imagine realistic alternatives and identify steps they can take to build a better future. Their ability to imagine a better future and set goals can help them turn their hope into a reality.

The level of control parents have in determining the future of their children, particularly for girls, has great influence on adolescents' ability to imagine a future they realistically think they can achieve. The range of opportunities available, social responsibilities and what they consider to be realistic and achievable goals are further influenced by one's socio-economic status, culture, gender expectations and a number of other related factors.

In situations where hopes and dreams of adolescents have been lost or where opportunities previously available to them have been restricted, developing this competency can help adolescents discover or create new opportunities for themselves and others. In situations where (protracted) conflict has rendered adolescents, families and communities with a feeling of helplessness or hopelessness, developing this competency can help adolescents to imagine a better future that they and others can work towards.

Consider the context

- How do adolescents learn to plan for the future? What do they learn from their families? Their school? Their community?
- What expectations do adolescents have for what they hope to achieve in their lives? What opportunities exist? How is it different for different socio-economic classes and culture groups? For girls and boys?
- What level of influence or control do parents have in planning the future of their children? Is it different for different socio-economic or cultural groups? For girls and boys?

Consider conflict influences

- How have the hopes of adolescents changed as a result of the situation? Is it possible to return to life as it was before the conflict?
- What sacrifices have adolescents made as a result of conflict? Was schooling disrupted?
- Are there any new opportunities that have emerged since the start of the conflict? What are they? To whom are these available?
- Are there examples of people, families or communities protecting themselves from the negative influences of conflict? Working towards a better future? Living in peace?

Consider age and gender influences

- What expectations do parents have for the future of their adolescent boys? Girls? What level of control do parents expect to have over the future of their boys? Girls?
- What hopes do adolescent boys have for their future? Girls? What influences these?
- Are adolescent boys taught to set and work towards goals? Girls? Younger adolescents? Older? How?
- Has the conflict presented any opportunities that can be built on to change negative gender norms and practices?

Linkages with other domains:

Learning in <i>this domain</i> can enhance one's ability to...	Relevant to
... communicate shared visions, hopes and dreams.	Communication and Expression
... overcome obstacles limiting self-esteem.	Identity and Self Esteem
... imagine oneself as a leader in the future.	Leadership and Influence
... motivate one-self and others to solve problems.	Problem Solving and Managing Conflict
... visualize oneself resolving stress related issues.	Coping with Stress and Managing Emotions
... facilitate cooperation towards achieving goals.	Cooperation and Teamwork
... build tolerance amongst people/parties in conflict.	Empathy and Respect
... make decisions that contribute to achieving goals.	Critical Thinking and Decision Making
... find creative ways to overcome challenges.	Creativity and Innovation

Critical Thinking and Decision-Making

The ability to think critically can help adolescents to perceive structural and cultural forces that restrict them or pose barriers to them. Being empowered to make their own decisions, further can help them to overcome these barriers and to direct the course of their own lives. Learning to doubt and question, to test information and visualize how different factors influence each other all promote adolescents' capacity for critical analysis of conflict and the free thinking nature needed to make decisions that contribute to peace.

Adolescents need to understand how gender norms and cultural stereotypes can lead to inequality, violence and conflict. Critical thinking can help adolescents to break down harmful stereotypes, analyse bias and prejudice, and distinguish whether behaviours contribute to peace or conflict. Decision-making can help them to confront prejudice and discrimination that they or others face, and to take action to transform these.

In situations where authoritarian patterns (in government, education, institutions, family and/or community) limit critical thinking, developing this competency can enable adolescents to analyze how these contribute to conflict. In situations where stereotypes and/or prejudice are commonly accepted and where racism, sexism, ageism and/or ethnocentrism are intertwined with conflict dynamics, this competency can enable adolescents to deconstruct these and challenge them in ways that promote peace.

Consider the context

- What style of governance (national/local) do adolescents experience? Are decision-making processes democratic or authoritarian? Is there media/academic freedom?
- What are common stereotypes (cultural, religious, gender, etc.) that exist in the context? In what way do education, media, social norms and families support these?
- To what degree are adolescents expected to obey parents, adults, elderly and authority figures? Does this differ for boys and girls?

Consider conflict influences

- What commonly held perspectives in the community perpetuate conflict? Have these been challenged or counteracted in any way?
- What stereotypes, forms of structural or cultural violence, racism, sexism, ageism or ethnocentrism contribute to conflict?
- What influence does the media have on conflict dynamics? Is there critical analysis of media and other information sources?
- When critical perspectives about conflict related issues are shared, what is the response of the community? Are there risks?

Consider age and gender influences

- Are adolescent girls and boys encouraged to analyze issues in the same way? Why? Is it different for younger and older adolescents?
- How are decisions on marriage and relationships made? Do boys and girls make their own decisions? Is there any parental or community control? How does this affect boys and girls differently?
- Do adolescent boys and girls have equal power in decision making? Are there any groups that have limited decision-making opportunities?

Linkages with other domains:

Learning in <i>this domain</i> can enhance one's ability to...	Relevant to
... analyze communication patterns and messages.	Communication and Expression
... think critically about influences to one's identity.	Identity and Self Esteem
... be critical of leaders who drive conflict.	Leadership and Influence
... analyze problems with a critical perspective.	Problem Solving and Managing Conflict
... identify influences contributing to stress.	Coping with Stress and Managing Emotions
... identify barriers to effective cooperation.	Cooperation and Teamwork
... respect opinions/ideas different from one's own.	Empathy and Respect
... set realistic goals.	Hope for the Future and Goal Setting
... identify situations where creativity is needed.	Creativity and Innovation

Creativity and Innovation

Fostering creativity and innovation enables adolescents to envision a peaceful future and create new pathways towards peace. The ability to think of original ideas, to imagine possibilities beyond one's experience, to explore alternative ways to solve problems can all contribute towards this. Adolescents should be encouraged use artistic methods, to analyse social issues, to test ideas and to find innovative solutions to problems.

Availability of outlets for creative expression and social perceptions on which types of creative/artistic activities are suitable for adolescent boys and girls vary from one context to the next. Cultural and societal perceptions additionally often place varying degrees of value and attention to the (creative or innovative) ideas of boys and girls, men and women, and persons from different cultures, backgrounds and abilities. Adolescents should learn to analyze and find creative ways to challenge these norms and perceptions.

In situations where opportunities for adolescents to engage in artistic and creative activities are not readily available or where authoritarian patterns limit adolescents' creative ability, developing this competency can help adolescents create alternative opportunities to develop creativity. In situations where protracted conflict (or any conflict) warrants the need for innovative solutions, developing this competency can enable adolescents to drive peacebuilding efforts by generating new avenues and approaches to pursue peace.

Consider the context

- What opportunities for creative expression are available in the community? In schools? In clubs and groups? Religious institutions? Cultural activities and festivals?
- Are adolescents encouraged to experiment and try new things? Who encourages them? Who discourages them?
- What spaces are available for art, music, dance, theater, building designing, inventing and other forms of creative expression in the community? Are there informal spaces (ie. singing, dancing, painting on the street)?

Consider conflict influences

- Have some art/expression activities been cancelled or changed as a result of the conflict? Are any activities restricted?
- Have the needs of families drawn students away from participation in art, culture or expressive activities?
- What new opportunities for expression are available as a result of conflict?
- In what ways can art, expression and cultural activities bring conflict parties together? Find solutions to problems? Build peace?

Consider age and gender influences

- How do stereotypes influence the artistic and creative activities that girls and boys engage in? What are the missed opportunities?
- Which types of artistic or creative activities to girls often participate in? Which do boys? Which are mixed? Are there limits or stigma involved for boys or girls in any activity?
- What is the level of community support for adolescent boys to practice creativity and be innovative? For girls? For younger adolescents? For older?

Linkages with other domains:

Learning in <i>this domain</i> can enhance one's ability to...	Relevant to
... express oneself in new and creative ways.	Communication and Expression
... see the uniqueness of one's own identity.	Identity and Self Esteem
... be a unique and inspirational leader.	Leadership and Influence
... imagine new ways to solve problems.	Problem Solving and Managing Conflict
... find creative ways to manage emotions.	Coping with Stress and Managing Emotions
... identify new strategies to build cooperation.	Cooperation and Teamwork
... visualize similarities one has with others.	Empathy and Respect
... imagine creative possibilities for a peaceful future.	Hope for the Future and Goal Setting
... see challenging issues from different perspectives.	Critical Thinking and Decision Making

III. Program Planning with the Competency Framework

Guidance and tools in this section support users to apply the peacebuilding competency framework to plan programs that work to achieve peacebuilding outcomes, both for programs with peacebuilding as a primary objective and those with peacebuilding as a secondary objective.

Developing a Theory of Change

Within UNICEF, any process for program planning must be informed by findings from a conflict analysis and grounded in a solid theory of change.

Theory of change overview

A Theory of Change (ToC) is an explanation of how and why a set of activities will bring about changes that a program seeks to achieve.^{xx} It is the rationale to explain linkages between components in the results chain- the inputs, outputs, outcomes and impact.

A ToC fundamentally answers the question “Why are we doing this?” They can explain in one simple sentence what is the whole purpose of an organization or program. They can be as simple as an ‘if-then statement’, often supported by a ‘because’ statement. They state:

- **IF** (we do a specific activity),
- **THEN** (a specific result/impact/change will happen);
- **BECAUSE** (change will happen for this reason).

If peacebuilding is a primary objective the ToC generally will begin with a focus on describing the activity intended. If peacebuilding is a secondary objective the ToC generally will focus on the way in which the activities are conducted.

UNICEF Peacebuilding Theories of Change

UNICEF has identified overarching peacebuilding Theories of Change to guide relevant programming covering three levels of change (individual, community and state/policy) described in the previous section. These are described in the table below.

Individual Level
<p><i>IF social services help alleviate the negative impact of violent conflict on individuals and build their capacity to address the underlying causes and dynamics of violent conflict,</i></p> <p><i>THEN individuals will be able to contribute to social cohesion and more resilient, peaceful societies.</i></p> <p><i>This is BECAUSE social service delivery can build transformative, adaptive and absorptive capacities to address the psychosocial root causes and impacts of violent conflict and create inclusive social relationships in the home and the community.</i></p>
Community Level (ie. horizontal social cohesion)
<p><i>IF social services are planned and delivered in communities in ways that create mechanisms for dialogue and cooperation, build capacities, and strengthen positive relationships among groups</i></p> <p><i>THEN community resilience to violent conflict will be enhanced.</i></p> <p><i>This is BECAUSE communities will be better prepared to respond to the effects of violent conflict and address the underlying causes and dynamics.</i></p>
State/Policy Level (ie. vertical social cohesion)
<p><i>IF social services are managed and delivered in conflict-sensitive, equitable and accountable ways,</i></p> <p><i>THEN they will create incentives for sustainable peace and build resilience to violent conflict.</i></p> <p><i>This is BECAUSE strengthening sector governance and related institutions will enhance state-society relations and capacities to respond to the effects of violent conflict and address the underlying causes and dynamics.</i></p>

Theories of change and peacebuilding competencies^{xxi}

Numerous types of theories of change exist. Common types of theories of change are described below, together with examples of activities driven by these theories and a brief description of how peacebuilding competencies can support programs guided by each type of theory. Other types of theories do exist and can inform programs.

The individual change theory

Theory:	Peace comes through personal transformation of large amounts of people.
Supporting activities:	<ul style="list-style-type: none"> • training courses focused on individual growth and transformation • psychosocial and/or trauma healing programs • inter-cultural dialogue and exposure trips; coaching and mentoring programs
Using competencies:	Competencies support adolescents to transform themselves and to work to support family members, friends, peers and others do the same.

The relationships and connections theory

Theory:	Peace comes from breaking down isolation, division, stereotypes and prejudice.
Supporting activities:	<ul style="list-style-type: none"> • inter-group dialogue; networking and relationship-building • collaborative, joint management over any shared resource or initiative
Using competencies:	Competencies support adolescents to analyze stereotypes and challenge prejudice; to bridge divides and build cooperation amongst diverse groups.

The withdraw of war resources theory

Theory:	Peace comes through interrupting or limiting the supply of weapons and other war-making materials.
Supporting activities:	<ul style="list-style-type: none"> • anti-war campaigns; arms control; arms embargoes and boycotts • advocacy about the impact of war or to stop recruitment of child soldiers • campaigns to enroll adolescents and youth in school or other activities • social policy and social budgeting advocacy and support
Using competencies:	Competencies support adolescents to understand the causes of war, to find ways to advocate against war/violence and to find creative ways to influence persons and groups to withdraw support to war and violence.

The reduction of violence theory

Theory:	Peace will come when the level of violence or armed conflict between combatants is reduced.
Supporting activities:	<ul style="list-style-type: none"> • ceasefires; observation missions; accompaniment; peacekeeping forces • creation of zones of peace; nonviolent action campaigns
Using competencies:	Competencies support adolescents to work towards reduction in violence. In developing competencies adolescents learn about zones of peace/nonviolence.

The root cause and justice theory

Theory:	Peace can be achieved by addressing the underlying causes of violence and conflict (ie. injustice, inequality, etc.).
Supporting activities:	<ul style="list-style-type: none"> • long-term programmes for social transformation and structural change; building local capacity for conflict analysis and conflict management • reform institutions tied to conflict dynamics • truth and reconciliation commissions
Using competencies:	Competencies support adolescents to critically analyze issues underlying violence, imagine creative solutions and apply skills to transform these issues.

The institutional development theory

Theory:	Peace is secured by establishing stable institutions that ensure democracy, justice and fair distribution of resources.
Supporting activities:	<ul style="list-style-type: none"> • new constitutional and governance arrangements/entities; democratization • institutional capacity development and reform; promotion of human rights, rule of law, anti-corruption • establishment of democratic/equitable/accountable economic structures
Using competencies:	Competencies support adolescents to more effectively engage with institutions to promote democracy, social justice and fair distribution of resources.

The political elites theory

Theory:	Peace can be secured when it is in the interest of political (and other) leaders to take steps towards peace.
Supporting activities:	<ul style="list-style-type: none"> • raise the costs of war and reduce the benefits for political elites of continuing war while increasing the incentives for peace; mediation between elites • engage with active and influential individuals and groups in favor of peace • advocacy; withdrawal of international support/funding for warring parties
Using competencies:	Competencies support adolescents to find creative ways to advocate and otherwise engage with leaders to encourage them to take steps towards peace.

The grassroots mobilization theory

Theory:	Peace can come if there is enough social mobilization against war so political leaders will pay attention.
Supporting activities:	<ul style="list-style-type: none"> • mobilize grassroots groups to either oppose war or to advocate for action promoting peace; nonviolent direct action campaigns • advocacy campaigns; organize advocacy groups • use of media, education and other advocacy for social mobilization
Using competencies:	Competencies support adolescents to network and engage with other community groups to build grassroots momentum for peace.

The economics theory

Theory:	Decision makers (and people in general) make decisions based on economic benefit. Peace will come if we change the economies associated with war making (ie. economic benefit for peace; not war).
Supporting activities:	<ul style="list-style-type: none"> • use of government or financial institutions to change supply and demand products and services associated with conflict dynamics • control incentive and reward systems; boycotts
Using competencies:	Competencies can support adolescents to understand the economic benefits of peace and to build inclusive, mutually supporting economies that promote peace.

The public attitudes theory

Theory:	War and violence are partly motivated by prejudice, misperception and intolerance. Peace will come through changing public attitudes.
Supporting activities:	<ul style="list-style-type: none"> • TV and radio programs that promote tolerance for diversity and understanding of difference; advocacy campaigns • peace education in educational systems; curriculum development; community development programmes involving different groups; • symbolic acts of solidarity/unity; dialogue groups in conflict— with publicity
Using competencies:	Competencies support adolescents to critically analyze public attitudes contributing to conflict and find creative ways to transform them.

Integrating the Competency Framework

Approaches for integrating peacebuilding competencies

Creating structured opportunities for adolescents to develop peacebuilding competencies can support programs to achieve peacebuilding outcomes. Various approaches can be taken for integrating competencies into programs. The most effective approach depends much on the operating context, intended outcomes of the program and types of activities conducted.

In some cases it is appropriate and effective to integrate all domains simultaneously, while in other cases the best strategy is to select specific domains to be the primary focus of the program, activity/output or time period; in which case all other domains are still relevant and should be included as a secondary focus.

Competency goals and learning objectives

By integrating competency learning into design, programs support adolescents to more effectively achieve peacebuilding outcomes. To do this in a more systematic way and to promote good practice for evaluating learning, programs should identify competency goals and learning objectives.

Competency goals are general and describe how adolescents who have developed specific competencies can more effectively contribute towards identified outcomes.

Competency learning objectives are a series of specific accomplishments that support adolescents to address recognized problems and work towards identified outcomes. They include acquired knowledge, change in attitude or acquisition of a new skill that support the achievement of stated competency goals.

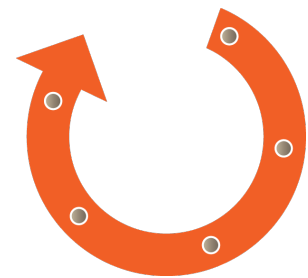
The more clear and specific users are able to describe competency learning objectives, the easier it is to plan and implement activities that support learning within each competency. Clear objectives further support users to establish indicators (p. 44) and mechanisms to measure progress in competency learning.

Competency learning

Building competency for peacebuilding requires that participants internalize knowledge, attitudes and skills associated with each competency. For this to happen participants need immediate and relevant opportunities to apply learned knowledge and skills, with constant reflection (to develop positive attitudes). These opportunities can be found within structured educational settings, in family, friend and peer groups, and in the community.

Guidance in this section will support users to identify opportunities to integrate processes for competency learning into program design to support the meaningful growth and development of adolescents as peacebuilders. With these it is recommended that users consider ways to integrate the following experiential learning process into program design:

- **Learn:** Learn new ideas (knowledge) through group activities, stories, presentations, guest speakers, case studies, readings, film/videos, and/or discussion.
- **Practice:** Practice new skills through structured debates, discussion, games, role-plays, simulations, music/art and other activities in safe learning settings.
- **Reflect:** Reflect on activities conducted with other participants; discuss feelings and developing attitudes; consider how to apply new ideas and skills to interactions with family, friends, peers and in the community.
- **Apply:** Apply knowledge and skills through projects, service and other participant-led initiatives promoting adolescent participation in the community, society or beyond.



Activities and outputs that promote competency learning

Meaningful opportunities for competency learning can happen through a broad range of activities (and outputs) integrated into program design either as a main activity, as one part of a program activity, in support of a main activity or as a separate but related activity. The table below presents just some examples of activities and outputs that can be integrated into program design in an intentional way to promote competency learning.

Type of activity/output	Example activity/output
Education and training	Long-term or short courses One-time trainings or workshops Exposure trips Guest speaker series to learn about community issues and engage with local leaders Mentoring activities, mentor-mentee matching Research projects about local issues, local/international peace heroes, local/global peace events of the past Competency knowledge integrated into curriculum
Community activities	Service in the community Work placement, internships, etc. Learning activities with community groups Awareness raising activities; campaigns; advocacy Listening projects, research projects and learning from community members Community garden projects, city beautification, trash cleanup or other adolescent led community improvement projects
Sport, arts and creative media	Sports for adolescent development or cooperation with groups in conflict Community art projects, murals, etc. Community theater or street drama; conflict resolution role plays Dance and cultural activities Production of music or videos Television or radio programs
Publication and printing	Articles, bulletins, fact sheets Handouts, handbooks, flyers
Events	Religious or cultural festivals; local community festivals Special theme days (peace day, women's day, youth day, etc.) Special one-time events Theater performances Art or photography show about local issues
Cohesion	Joint economic projects with groups in conflict Joint social projects with groups in conflict Interfaith or inter-cultural council of leaders or adolescent leaders Interfaith activities: prayer sessions, cooperative festivals/events, interfaith prayer vigils, interfaith social service, etc. Interfaith/cultural adolescent (or youth) group service projects Committee for conflict resolution; conflict resolution mechanisms

Collaborative Workshops for Program Planning

Below are a series of workshops to support users to facilitate a collaborative program planning processes with adolescents and/or implementing partner staff. Workshops integrate application of the peacebuilding competency framework and focus on planning programs to achieve identified peacebuilding outcomes.

For users who intend to plan new programs it is most effective if workshops are implemented in the sequence provided. For users who intend to use this section to integrate peacebuilding to existing programs, to apply the peacebuilding competency framework to existing programs and/or to support strategic planning processes, an appropriate selection of workshops may be adapted and applied in a sequence that fits the needs of the program.

Pre-planning

Prior to conducting the following workshops users should:

- obtain and review a conflict analysis^{xxii} of the specific conflict the program intends to address; and
- identify if peacebuilding will be a primary objective or a secondary objective.

Users planning programs with peacebuilding as a primary objective should fill out the results framework using **Worksheet 3A**. Users planning programs with peacebuilding as a secondary objective should fill out the results framework using **Worksheet 3B**.^{xxiii}

Workshop 1: Identifying issues

Objective: Identify key challenges/issues affecting the lives of adolescent participants.

Preparation: To get the group warmed up and comfortable talking fluidly about issues and challenges faced by adolescents, conduct some activities from the ‘brainstorming issues and challenges’ section of **Appendix B**.

Process:

1. Facilitate brief discussion about relevant issues facing adolescents. Participants narrow down to between three and five issues they would like to address with the program (existing or to be developed). Write these on the board or on a flip chart paper for all participants to see.
2. Discuss the main causes and effects of the issue(s). If the issues affect specific persons or groups (ie. adolescent girls, a specific ethnic/culture group, out of school adolescents, poor families, farmers, etc.) discuss who is affected by the issue.
3. Write a brief (1-2 sentence) description of key issues in the ‘situation’ section of **Worksheet 3A/B** and on the board (or flip chart paper) for all participants to see.

Workshop 2: Envisioning impact

Objective: To develop a vision of what the situation will look like when the identified issues have been resolved. To identify intended impact.

Preparation: To help participants visualize what the situation will look like after it is resolved, conduct activities from the ‘visualizing change’ section of **Appendix B**.

Process:

1. Small groups discuss and create a vision of what the situation to look like (in five to ten years) after desired impact has been made. They should describe in as much detail as possible what the change would look like.
2. Groups present their visions. Facilitate discussion about why each group described their vision as presented, then come up with one shared vision.
3. Describe the vision in one or two sentences and write it in the impact section of **Worksheet 3A/B** and on the board (or flip chart paper) for all participants to see.

Workshop 3: Determining outcomes

Objective: To determine outcomes, which will contribute towards intended impacts.

Preparation: Review the table below and facilitate discussion with participants to build understanding of different types of outcomes. Provide and discuss contextually relevant examples.

Process:

1. Participants discuss in pairs or small groups the following questions:
 - a. What behaviors would need to change (in target individuals or groups, or in the community in general) to contribute the envisioned impact?
 - b. What structures or policies would need to change to contribute to the envisioned impact?
 - c. What types of new platforms (for peacebuilding or conflict resolution) could be created that would contribute to the envisioned impact?
2. Each pair or small group presents their ideas to the whole group.
3. Facilitate a discussion to come up with some specific behaviors, structures/policies and/or new platforms that the program can work towards.
4. Write these briefly in the ‘outcomes’ section of **Worksheet 3A/B**. Write it on the board (or flip chart paper) for all participants to see.

For facilitators to support participants to generate ideas to identify intended outcomes, the table below can be used as a reference:

Type of change	Examples
Changes in practices and behaviors of participants or community members.	Economic linkages between communities in conflict are rebuilt. Social activities involving communities in conflict have resumed. Participants have built more friendships with persons from other identity groups, marginalized groups or opposing conflict parties. Participants speak openly against discrimination in the community.
Changes in structures or policies adopted by businesses, governments, organizations, institutions or decision-making bodies.	Local governing structure has established a system to include all conflict parties in decision making processes. Discriminatory laws or policies overturned; new policies promote peace. Police employ a policy to protect local populations from violent acts; or to prosecute perpetrators. Local council of elders regularly involves adolescents in meetings and incorporates their involvement in decision-making processes. Criminal justice system promotes policies and practices for rehabilitation (for adolescents and young people).
Establishment of new platforms for peacebuilding.	Former participants setup projects that contribute to impacts: <ul style="list-style-type: none"> • reintegration of child/adolescent soldiers; • anti-hate speech campaign; peace speech campaign; • youth network to coordinate adolescent/youth efforts for peace; • sports/arts for peace programs; • peace related education and training programs for adolescents, children or other community groups. New community mechanisms for resolving conflict (that would otherwise result in violence) are established: <ul style="list-style-type: none"> • regular community meetings; • quick response team to mitigate spread of violence; • local decision-making body of elders (or others) to be consulted when problems can't be resolved peacefully.

Workshop 4: Identifying potential entry points

Objective: To identify a list of potential entry points that could contribute towards the achievement of outcomes.

Preparation: Review examples of potential entry points from the table on page 10. Review activities listed in this section (page 23-24). Discuss with key stakeholders as necessary. Compile list of potential entry points that are relevant to the context and which could contribute towards the outcomes the group has identified.

Process:

1. If possible, invite guest speakers, who can share relevant stories and examples of projects working towards peacebuilding aims (with peacebuilding as a primary and/or secondary objective), particularly if stories/examples portray adolescents in similar contexts; or include relevant case studies or videos showing examples of projects working towards peacebuilding objectives.
2. Present a list of potential entry points to the whole group and facilitate discussion to generate ideas about what entry points are viable.
3. Small groups choose one entry point and create a presentation about how it can be effective in achieving outcomes.
4. Discuss with the group to narrow down and write a short list of one or more key entry points the groups think the program should focus on predominantly.

Workshop 5: Drafting a theory of change

Objective: To develop a theory of change to inform program planning and evaluation.

Preparation: Write the following on the board or on a flip chart paper for all participants to see:

IF... we conduct this planned activity... with these target participants...

THEN... we expect to see this type of change...

BECAUSE... we think the change will happen for this reason...

In small groups, participants review and share reflections on theories of change in **Worksheet 3C**. ToCs on the worksheet should be simplified and/or translated to suit the needs of the participant group. Participant groups practice ToC writing first by filling in the missing “because” statements for examples on the worksheet, then by creating a sample ToC for another program that they know about.

Process:

1. In small groups, participants work from **Worksheet 3D** to create and present “if-then” statements for the program. **Worksheet 3A/B** may be used as a reference to help participants connect identified entry point(s) to outcomes and/or impacts. Encourage them to practice with multiple ways to describe these. Facilitate discussion about the strengths and weaknesses of each statement.
2. Facilitate discussion to come up with one agreed “if-then” statement that the group thinks is best and write it on the board (or flip chart paper).
3. In small groups, participants create and present supporting “because” statements. Facilitate discussion and work together to develop the best “because” statement.
4. Write the full Theory of Change (if-then-because) on the board and discuss any changes participants may suggest. Write the final ToC into **Worksheet 3A/B**.

Workshop 6: Developing competency goals

Objective: To develop competency goals that support achievement of identified outcomes.

Preparation: Give a brief presentation about the competency framework and facilitate activities to promote understanding of competency domains. Translate competency domain names to local languages as necessary. Activities may include drawing/art or role-plays describing domains, discussing how domains would be described in local languages (as relevant), presentations or experience sharing using competencies as a theme.

Warm-up by conducting activity for brainstorming personal goals in **Appendix B**.

With the program team, adolescent representatives and/or participants select an approach for integrating the competency framework and as relevant select primary competencies.

Approaches noted below:

- integrating all domains simultaneously,
- selecting specific domains to be the primary focus of the program generally,
- selecting specific domains to be the primary focus of certain activities, or
- selecting specific domains to be the primary focus during specific times.

Process:

1. Split participants into groups. Assign one competency domain (or more) to each group. Depending on the approach taken, all competencies can be used or selected primary competencies.
2. Small groups discuss how adolescents who have developed competency in their assigned domain can more effectively contribute towards identified outcomes. Groups develop and present a 'competency goal' (stated in one sentence) to describe this idea in brief.
3. Facilitate discussion and agree on one goal for each.
4. Record competency goals in key program documents.

Workshop 7: Setting competency learning objectives

Objective: To set learning objectives that support adolescents to develop knowledge, attitudes and skills within each (primary) competency domain.

Preparation: Review competency learning maps in **Appendix A**. Print competency learning maps of primary competency domains, or all domains for programs that will integrate all competencies simultaneously. Translate competency learning maps as needed. Print **Worksheet 3E**; one for each group.

Warm-up by conducting activity for brainstorming learning objectives in **Appendix B**.

Process:

1. Provide one competency learning map to each group. Groups review and discuss which knowledge, attitudes and skills (KAS) from the map would most contribute to achieving the competency goal (in turn outcomes and impacts). They should brainstorm what KAS are not included in the map that would also be useful.
2. Groups use **Worksheet 3E** to brainstorm relevant KAS, then draft 3-5 competency learning objectives (that support each corresponding competency goal) and present them to the group.
3. Facilitators should record and compile learning objectives developed from each group into relevant program documents.

** Note: key competency learning objectives should later be directly linked with indicators for achievement in competency learning (see p. 43).*

Workshop 8: Conceptualizing activities and outputs

Objective: To develop a set of activities and outputs to promote the achievement identified outcomes. To identify opportunities for competency learning.

Preparation: Participants review ‘activities and outputs that promote competency learning’ table (from page 26). Print for groups to use as a reference as necessary.

Provide time for individuals and/or groups to review the table and brainstorm ideas for activities (and associated outputs) that could be conducted that would support the achievement of identified peacebuilding outcomes. Activities should reflect or support the entry points identified during the theory of change process.

Process:

1. Small groups, discuss then present ideas about:
 - a. Types of activities could be conducted that would support the achievement of identified peacebuilding outcomes,
 - b. Opportunities for competency learning that would promote the achievement of competency goals and learning objectives, and
 - c. How programs can be adapted and/or what new activities should be added (if program is already in operation).
2. Facilitate discussion about opportunities and challenges of conducting each type of suggested activity and producing each suggested output; about which activities could be conducted and which outputs produced within the operating context, given the capacity of each implementing partner, networks, resource availability, conflict sensitivity/risks and other influencing factors.
3. Produce final list of potential activities that could be conducted to support achievement of outcomes, and also to promote competency learning. Write each main activity with associated output in **Worksheet 3A/B**. Write it on the board (or flip chart paper) for all participants to see.

Workshop 9: Selecting target participants/groups

Objective: To determine the target population who will be participants in the program or influenced by its activities.

Preparation: Conduct activities to learn more about the diversity of adolescents in the community and/or geographic cover area of the program. Suggested activities from the Adolescent Kit for Expression and Innovation: Our Environment and Our Days. If the geographic coverage area is large, these activities can be conducted with multiple groups in different areas, include representatives from different communities within the coverage area or otherwise be adapted to suit the needs of the program.

Process:

1. Facilitate a discussion on different groups of adolescents within the community and in other communities (ie. different religious groups, ethnic groups, gender, socio-economic class, ability, etc.). List or map on the board or flip chart paper as needed.
2. Facilitate a discussion on which specific adolescent groups should be targeted that would contribute to intended outcomes. Consider conflict sensitivity and inclusion of diverse groups as relevant to the context, program mandate and goals. Identify target participants and a strategy for inclusion.
3. Incorporate target adolescents in the ‘activities and outputs’ section of **Worksheet 3A/B**. Include number of target participants/individuals and any relevant specifics about which group or part of the community they come from (ie. gender balance, age, ethnic/religious group, geographic area, socio-economic class, status of displacement, etc.).

Note: Some programs may target all adolescents in a host community (or refugee/IDP camp) while others focus on a specific target group: age (younger or older adolescents), gender, ethnic, religious or socio-economic subset of the population. Some programs may additionally have a specific intent to include diverse target groups or opposing parties to the conflict. Targets depend on strategies to achieve identified outcomes.

Workshop 10: Mapping inputs, networks and support

Objective: To identify inputs, networks and support for conducting intended activities.

Preparation: Conduct any or all of the activities for mapping support in **Appendix B** to help participants brainstorm a range of ideas for what input, networks and support are needed and available to them.

Discuss with the group to ensure all participants understand the concept of inputs, including types of inputs: human resources, financial resources, facilities and equipment, materials and supporting partners. Present new information as needed.

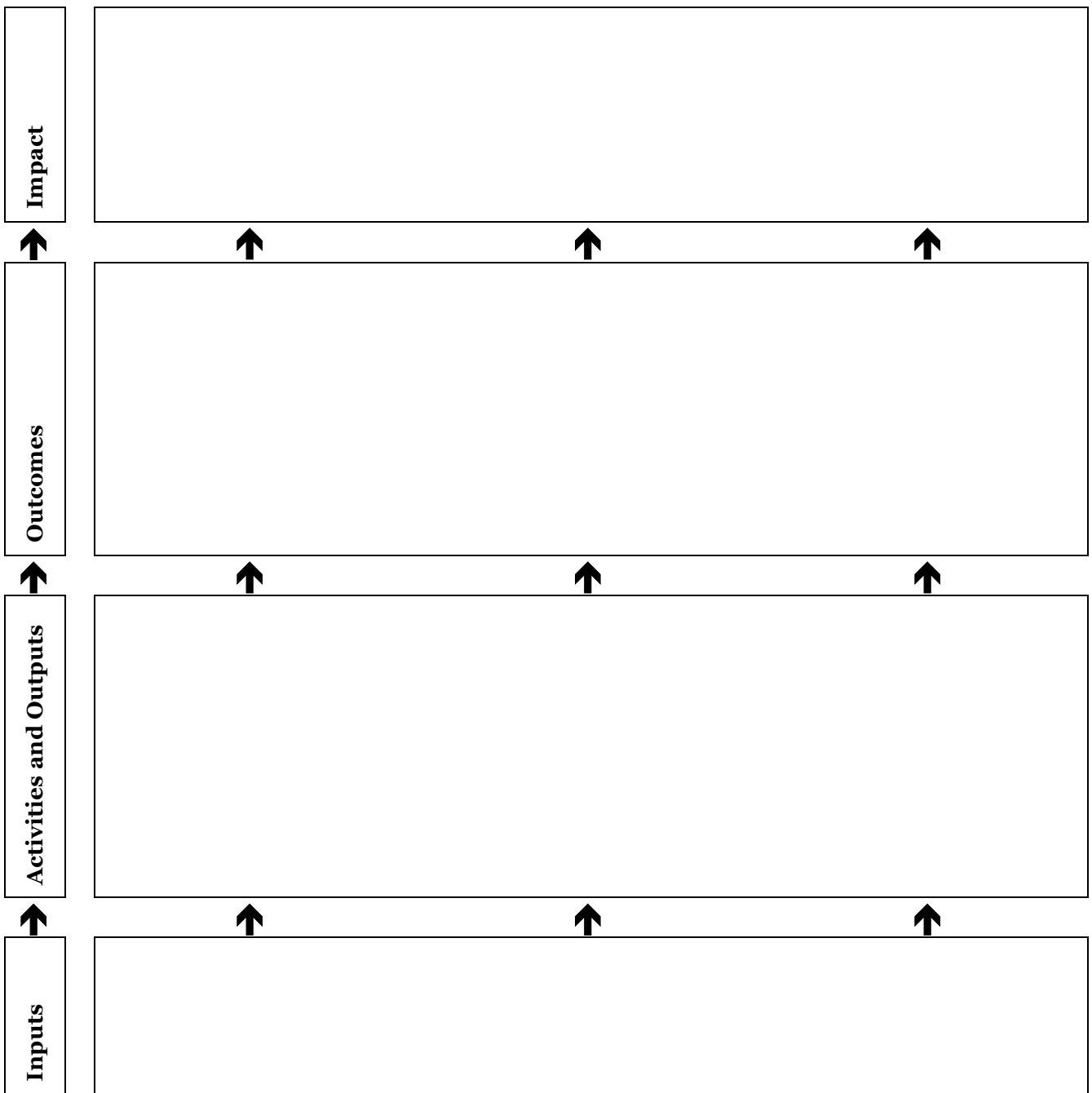
Print **Worksheet 3F**, one per small group.

Process:

1. Small groups brainstorm, discuss and identify inputs needed to conduct selected activities (and produce outputs). Fill out 'inputs' section of **Worksheet 3A/B**.
2. Groups brainstorm available resources and networks, fill out **Worksheet 3F**, then present ideas to the whole group.
3. Facilitate discussion to identify which areas of inputs the host organization currently has internally or through networks as well as which areas of input are still needed. Then, as relevant to the context, discuss what steps need to be taken to secure these and make a plan to secure what is needed and prepare for program implementation.

Note: Operational guidance and tools for program planning and implementation are available in the programme coordinator's section of the **Adolescent Kit for Expression and Innovation**.

Worksheet 3A: Results Framework Template A
For programs with peacebuilding as a primary objective

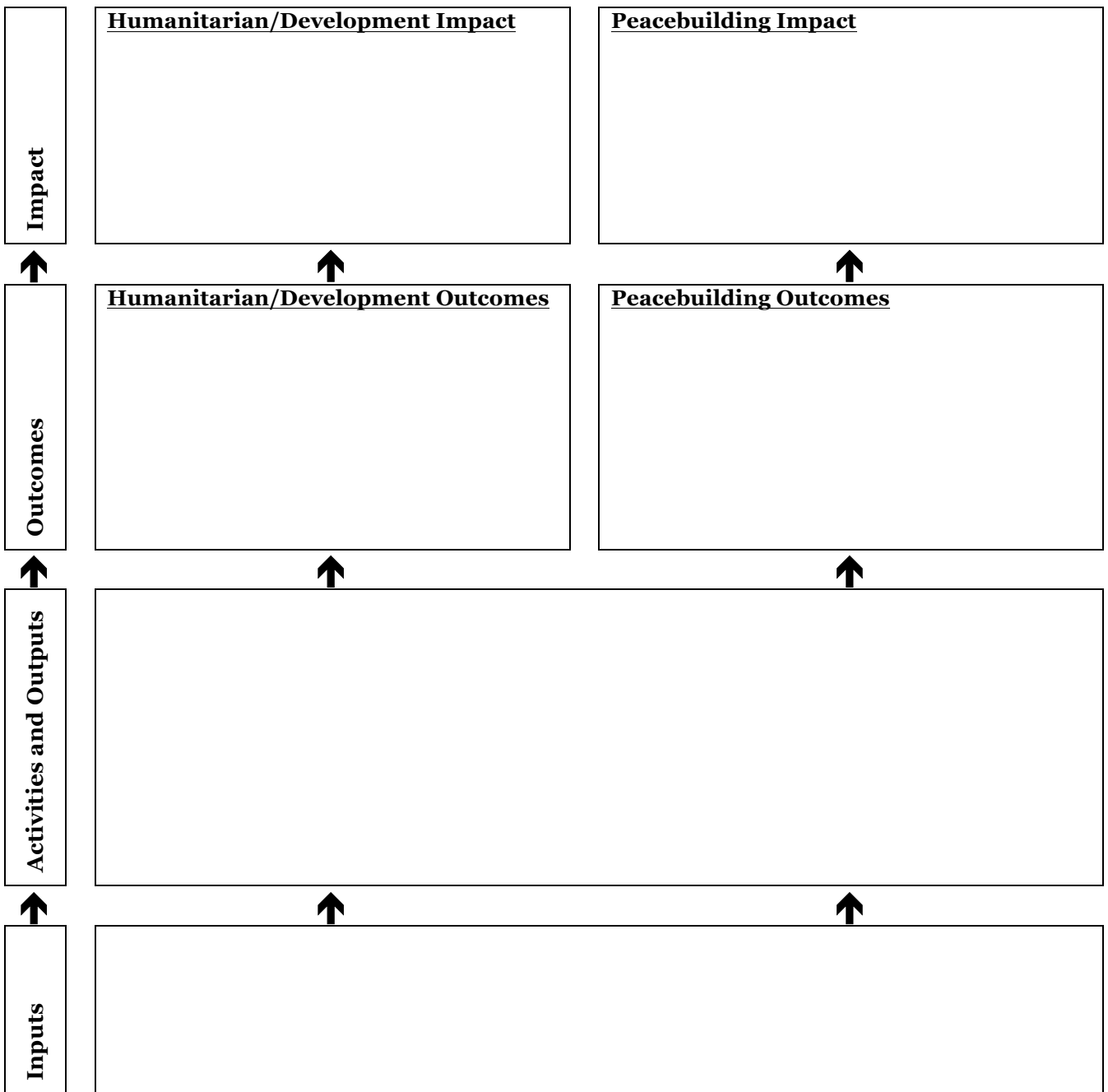


Situation:

Theory of Change:

Worksheet 3B: Results Framework Template B

For programs with peacebuilding as a secondary objective



Situation:

Theory of Change:

Worksheet 3C: Theory of Change practice sheet^{xxiv}

UNICEF Learning for Peace Burundi Program

***IF** we include peacebuilding content into pedagogical materials and training in relevant pedagogical techniques,*

***THEN** education service providers will increase their capacity to supply peace and conflict-sensitive education, which will increase the capacity of children to manage conflict peacefully, which in turn will make children more resilient to conflict and stymie the cycles of violence in children and adults.*

*This is **BECAUSE**...*

Search for Common Ground Indonesia program

***IF** media is used to break down negative stereotypes, present more positive images of women, and empower women around issues of participation, rights and justice,*

***THEN** this will create more positive attitudes towards women as leaders and decision makers and encourage greater participation by women in the political process.*

*This is **BECAUSE**...*

UNICEF Learning for Peace Pakistan Program

***IF** education policies, plans, and strategies are not conflict-sensitive and instigate tension between groups then they can contribute to and fuel conflict. If policies, plans and strategies promote cultures of non-discrimination, non-violence and social cohesion through textbooks, teaching methods, inclusive education environments and community engagement through School Management Committees, Parent-Teacher Committees, Parent-Teacher Associations, and Talemi Islahi Jirga (local education councils),*

***THEN** there will be increased contribution of the education system to building positive social relations between children, youth and teachers in schools, and community members.*

*This is **BECAUSE**...*

Practice ToC

***IF** ...*

***THEN** ...*

*This is **BECAUSE**...*

Worksheet 3D: Theory of Change practice sheet

Because

“because” we think change will happen for this reason



Then

“then” we expect to see these types of changes



If

“If” we conduct these activities (in this type of way)

Worksheet 3E: Competency goal and learning objective worksheet

Competency Domain Name: _____

Competency Goal:

Competency outcomes brainstorming table:

	Personal	Interpersonal	Community
Knowledge			
Attitudes			
Skills			

Knowledge objectives:

--

Attitude objectives:

--

Skills objectives:

--

Worksheet 3F: Gathering support worksheet

	Questions to think about	What we need	Networks and support
Human Resources	<p>What support is needed from staff, volunteers, parents and community members?</p> <p>How many of these people do we need to operate the program?</p> <p>What time commitment do we need from these people (ie. full-time, part time, temporary, one month, year long, etc.)?</p>		
Financial Resources	<p>What costs do we have to operate the program?</p> <p>Will it include cost for facilities and equipment? Materials? Staff salaries? Travel? Accommodation?</p> <p>Are there other costs?</p>		
Facilities and Equipment	<p>Where will activities be conducted?</p> <p>Is there any equipment needed? What is it (ie. computers, cameras, printers, cars/motorbikes, etc.)?</p>		
Materials	<p>What materials do we need?</p> <ul style="list-style-type: none"> • Teaching materials? Curriculum? • Art or sport equipment? • Other? 		
Supporting Partners	<p>What partnerships do we need to make to operate the program? How can these partners help us?</p> <p>Can other community organizations help us?</p> <p>Do we need to have some agreement or partnership with any government agencies? Should we? Would it be useful?</p> <p>Are there any businesses that we can work with that may want to help us?</p>		

IV. Evaluation with the Competency Framework

The Approach: Developmental Evaluation

Developmental evaluation (DE) recently emerged in evaluation literature^{xxv} and was trialed within some UNICEF programs as early as 2013. It is an approach to evaluation that supports a process of innovation while promoting the flexibility and responsiveness necessary for programs operating in complex, dynamic, often uncertain environments. DE practices and data collection tools generate credible evidence to inform the development of practical strategies to more effectively achieve (peacebuilding) outcomes.

The adaptability of DE promotes conflict sensitivity; processes of innovation systematically uncover new pathways to build peace. While DE is not appropriate for every situation, the complex and changing nature of conflict, whether newly emerged or protracted, for which this toolkit was designed deems DE appropriate and extremely useful for this toolkit.

DE or traditional evaluation approaches?

Programs that intend to use DE should recognize that it is a ‘non-traditional’ approach to evaluation. They should ensure that the context in which they operate it is either complex, fast changing or both, then confirm that program leadership support the use of collaborative processes both for developing a DE framework and for making decisions to adapt the program during implementation as a result of DE findings.

Users unable to apply the DE approach or whose evaluation approach is guided by a more traditional framework are still encouraged to use guidance, tools and worksheets in this chapter to measure progress in competency learning and influence of competency learning on achievement of intended outcomes.

DE and traditional evaluation^{xxvi}

DE differs from traditional approaches to evaluation in numerous ways:

- The primary focus of DE is on generating learning to support adaption of activities and/or approaches, rather than on accountability to an external authority.
- The evaluator collaborates with the program team to design an evaluation process that supports the organization’s values and objectives as a priority.
- The evaluator operates as a member of the program team, and intervenes to shape program development, inform decision-making and facilitate learning.
- The evaluation is designed to capture context-specific understandings of evolving dynamics and interconnections between the program, conflict/peace actors and the changing environment.
- Data collection and analysis are ongoing rather than within a fixed timeframe.
- Evaluation and program strategies constantly adapt as new information is learned.

DE design with the Peacebuilding Competency Framework

DE design, like the Competency Framework, must be context-specific. The Competency Framework further can be integrated with DE design. DE design that integrates the Competency Framework should include:

1. **Theory-based inquiry**- Using the ToC to examine components of the results chain, competency learning strategies and relationships between these.
2. **Participatory methods**- Integrating participatory methods for data collection and analysis. Collecting data from diverse stakeholders to assess progress towards competency learning objectives and map changing attitudes and behaviours.
3. **Comparative analysis**- To consider a range of actors and influences that have contributed to noted positive and negative changes in conflict dynamics, and to cross-examine findings with similar cases and contexts to produce tangible learning.

Developmental Evaluation in Practice

This section has combined key guidance on DE practice from emerging literature together with learning from experiences of DE within UNICEF. It further integrates application of the Peacebuilding Competency Framework to support DE evaluators and other users.

Guiding questions

The purpose of DE is both to report on results and to systematically capture learning that can be integrated into the program to enhance chances for success. Programs using the DE approach can begin by setting overarching questions, tailored specifically to their context and program goals. Guiding questions capture the above mentioned dual purpose:

1. Are impact pathways feasible and are they contributing to intended outcomes?
2. What new learning can be acquired that would help programs adapt activities, approaches or competency learning strategies to more effectively achieve outcomes?

The DE evaluator

Establishing a DE framework begins with a DE evaluator. Depending on the situation, operating context and organizations involved, a range of individuals could potentially fill this role, either situated within the host/partner organization or externally in close, ongoing communication with the host/partner organization. An effective DE evaluator:

- is a strategic thinker who can recognize patterns in conflict dynamics and interconnections between the program, key actors and the operating environment,
- is a good listener and strong communicator who can naturally build relationships with diverse stakeholders,
- is a mentor and facilitator of learning who above all else supports the priorities of the program team to enable them to most effectively achieve peacebuilding outcomes.

Practices for establishing DE

This section describes three practices of establishing DE. These are not steps and do not need to occur in sequence. They can happen simultaneously while establishing DE. Once established, learning and relationship building continue to inform incremental adaptations in the learning framework while the DE evaluator integrates further DE practices.

Orienting yourself

The DE evaluator focuses her/his time and energy to gain deeper understanding of the situation, the problems and the issues. S/he reviews existing literature about the conflict and documents about the program, meets with program staff and stakeholders, asks questions, conducts informal interviews and group discussions, and does whatever necessary to learn about the context, conflict, program and key stakeholders.

Building relationships

DE evaluators strive build solid, trusting relationships with the program team and a range of stakeholders. Relationships enable DE evaluators to gain access to information often unavailable to external evaluators. Relationships further enable them to later have the credibility to use that information to influence positive developments in strategy and program operation.

Developing a learning framework

A learning framework 1) maps key challenges and opportunities of the program, 2) highlights what the program team needs to pay attention to and learn as they move forward, and 3) identifies mechanisms to feed back learning to the DE evaluator. It can be a simple document (template provided in **Worksheet 4A**) and must be developed through a collaborative process with the program team and key stakeholders. Depending on program needs, it can be developed in conjunction with other evaluation frameworks.

Practices for implementing DE

Four major practices^{xxvii} support DE learning, decision-making, planning and action. These practices are not a sequential process; they are ongoing, often happening simultaneously.

Orienting the group

Orienting the group involves working with the program team to:

- identify guiding principles or shared values to inform decision-making and action,
- understand evolving dynamics, interdependencies and interconnections between and amongst conflict/peace actors, and adapt or redefine the theory of change as needed,
- define and redefine the direction the program is heading, and
- identify indicators of success and adapt/redefine these as the program evolves.

These types of practices help program teams to develop and maintain flexibility to adapt programs in complex, changing and sometimes uncertain situations.

Watching

DE evaluators carefully ‘watch’ the dynamics of the changing situation in order to help the program team assess their efforts, identify impact pathways, note opportunities to influence change towards identified outcomes, and stay focused on the values and principles of their program. Key areas for DE evaluators to ‘watch’ and gather data on are:

- **key moments**- moments of progress or change in the development of the organization, both those occurring through formal planning processes and those occurring through informal or unplanned strokes of insight,
- **group dynamics**- including dynamics observed in formal meetings and informal encounters with staff, participants, and/or other conflict/peace actors or stakeholders; also, observations of power dynamics, learning dynamics and dynamics of decision making both formal and informal,
- **structures**- including committees, HR systems, boards, committees, and other systems or hierarchies either used by the program itself or those that the program interacts within (ie. donors, umbrella organizations, partners, networks or other), noting how these can enhance or hinder innovation and progress towards outcomes,
- **threats and opportunities**- to identify emerging opportunities and anticipate potential problems in the changing dynamics,
- **action/inaction**- noting the program’s ability or inability to take action when needed, respond to changes in conflict dynamics and take recognized opportunities,
- **unintentional outcomes**- outcomes, both positive and negative, influenced by the program that were not identified during the program planning process.

Sense-making

Sense-making is a collaborative process setup by DE evaluators for analyzing data they have collected. DE evaluators sit with program teams to analyze new information, identify patterns and integrate learning into program strategy/operation. Often this involves organizing and presenting data in creative ways (ie. using reports, videos, photos, stories, presentations, graphs, photographs, visuals, or other). Sense-making can also include adolescents/participants and other stakeholders.

Intervening

Informed by data and collective analysis, intervening is action taken by the DE evaluator to influence positive changes in program activities, approaches or direction. It can take many forms including asking questions, sourcing or providing information, pausing an action for needed reflection, reminding the program team of their guiding principles (or shared values) or lessons learned from successes/failures of the past, or connecting the program team with people, organizations or groups that can help them move in a needed direction.

Measuring Change

Measuring change includes developing sound indicators and an array of questions to help the evaluator assess results, test theories of change and evaluate progress towards competency learning goals. DE evaluators additionally use learning to redefine indicators and refocus inquiry as needed throughout the implementation process.^{xxviii}

Developing indicators

Indicators provide a simple, reliable way to measure achievement and to understand how changes connect to the program. They can be quantitative or qualitative in nature:

- **Quantitative indicators** measure quantities or amounts. They explain how many, how often, how much or can show whether or not something has occurred.
- **Qualitative indicators** are people's thoughts or opinions about the subject. They explain how, when, who, where, which, what or why.

As the purpose of indicators is to **measure** change, both quantitative and qualitative indicators are often described in numbers and percentages. Traditionally, evaluations focus on quantitative indicators; however, as peacebuilding is qualitative in nature^{xxix}, it is critical to integrate qualitative indicators, and support quantitative indicators with qualitative data. **Worksheet 4C** can support users to gather data to measure progress towards indicators.

Indicators and the results framework

Developing indicators within the results framework is a foundational component of evaluation systems used throughout UNICEF. Indicators can be connected to the key components of the results chain: inputs => activities/outputs => outcomes => impacts.

	Key questions	Potential indicators	Supporting data
Input	Were inputs the most cost efficient way to influence the situation?	Timely delivery of financial resources. Presence of staff, volunteers, partners, etc. Availability and use of facilities/equipment. Number of staff trainings/materials provided.	Perceptions on quality of support by staff, volunteers and other contributors. Quality of staff trainings or materials provided.
Activity/output	Were activities conducted (outputs produced) as planned, in terms of content, timing, location, format, quality?	Number of activities conducted, participants trained, events hosted, etc. Number of publications or other outputs produced. Number or proportion of target group expected to be involved.	Perceptions of the quality of activities conducted or outputs produced. Characteristics of participants.
Outcome	What practices, behaviours, structures and/or policies have changed? Are there new platforms for peacebuilding or mechanisms for conflict resolution? What do these look like?	Type/degree of change in practices and behaviors of participants or community members. Type/degree of changes in structures or policies adopted by businesses, governments, organizations, institutions or decision-making bodies. Number and quality of new platforms for peacebuilding (or conflict resolution mechanisms) established.	Description or case studies of how new practices and behaviours, structures and policies, or new platforms for peacebuilding have influenced the community.
Impact	What happened as a result of the program/activity? Did it prevent conflict or build peace? Why?	Measured reduction in violence; increased sense of security; improved inter-group relations. Transformed conflict causes, drivers and/or triggers.	Updated conflict analysis. Community perceptions survey results.

Competency learning indicators

Users can develop indicators to measure competency learning. These should be directly linked to key competency learning objectives. **Worksheet 4B** can support users to draw this connection. Further indicators beyond those directly connected to competency learning objectives can be drawn from **Appendix A**. The following tables provide examples of competency learning indicators.^{xxx}

Knowledge	(percentage/number) of target participants can....	<p>... describe their own style of communication, its strengths and its weaknesses. (communication and expression)</p> <p>... provide examples of challenges faced by persons whose gender identity and/or sexual orientation is outside the cultural/social norm. (identity and self-esteem)</p> <p>... describe persons from their community/society who have worked for peace. (leadership and influence)</p> <p>... can describe events in the history of their community where conflict was resolved peacefully. (leadership and influence)</p>
Attitude	(percentage/number) of target participants believe that....	<p>... conflicts are complex, but there are many ways to solve them peacefully. (problem solving and managing conflict)</p> <p>... they can help their family, friends and peers to feel calm; to transform the anger, hurt and pain they feel. (coping with stress and managing emotions)</p> <p>... when their community experiences problems it is not the fault of any one group; the community must work together to find solutions. (cooperation and teamwork)</p>
Skills	(percentage/number) of target participants are able to	<p>... put themselves into situations where they can learn from persons who are different from themselves, and can describe what they have learned from these situations. (empathy and respect)</p> <p>... motivate family, friends and peers to work towards a goal. (hope for the future and goal setting)</p> <p>... recognize and give examples of prejudice and discrimination in their community/society. (critical thinking and decision-making)</p> <p>... generate a range of possible solutions to conflict in the community. (creativity and innovation)</p>

Asking questions

Questions help the evaluator to gather data about the outcomes of a program and changes in context, and to test indicators, assumptions and the theory of change. Integrating good questions into data collections tools can draw out meaningful ideas and perspectives of adolescents and other stakeholders and can enhance the effectiveness of an evaluation.

Generally two types of questions can be asked, and it is often best to include both:

Open-ended questions leave space for interpretation and allow respondents to provide a range of answers. These help evaluators learn what respondents are thinking or feeling. Sample open-ended questions are provided in **Appendix D**.

Closed-ended questions- Questions with only ‘yes’ or ‘no’ answers; or with limited responses (ie. true/false, multiple choice, ranking, etc.). These can gather data supporting indicators where numbers or percentages are needed. Closed ended questions should be developed to gather data on key indicators.

Tools for Data Collection

DE evaluators apply a range of tools to generate both quantitative and qualitative data to:

- learn about changes in the context and/or conflict situation,
- evaluate the effectiveness of program implementation,
- learn about how the program has affected the community,
- test theories of change,
- assess progress towards competency learning objectives, and
- evaluate how competency learning has contributed to achieving peacebuilding outcomes.

This section presents an array of tools organized into three parts: traditional tools, participatory tools and tools of DE evaluators.

Traditional data collection tools

Literature review

DE evaluators conduct literature reviews to learn about conflict/peace dynamics and the program. These include collection and review of any available conflict analysis, peace analysis, situational analysis, key program documents and other relevant literature.

Observation

Evaluators can use observation in formal settings or in the community to evaluate results or to assess competency learning. Program coordinators, facilitators and other field staff can also use observation to collect data and report their findings back to the DE evaluator.

Worksheet 4D provides a format to support users to develop semi-structured observations to assess progress towards competency learning objectives.

Interviews and focus group discussions (FGDs)

Interviews and focus group discussions (FGDs) can be conducted in formal and informal settings, and can range from structured formats to semi-structured formats to unstructured/informal conversations. Users should establish trust and ensure that the setting chosen to conduct the interview or FGD helps informants/participants feel safe and comfortable to speak openly. **Worksheet 4E** provides a semi-structured interview/FGD guide to support users to assess progress towards competency learning goals.

Questionnaires and surveys

Questionnaires and surveys can be used to gather data from large numbers of stakeholders including. These methods can include questions to assess progress towards competency learning objectives, changes in context or how the program has influenced the community.

As questionnaire/survey design, sampling techniques, data collection and analysis are complex processes, it is recommended that users intending to apply these methods refer to supplementary resources^{xxxix} for technical guidance.

Journals (or diaries)

Journals (or diaries) can be used to show attitude change over time. For programs that integrate journaling, participants can be given an opportunity to share journal entries with the class, group, program team and/or evaluator if they feel comfortable to do so.

Photos, videos and case studies

Photos, videos and case studies can be used to demonstrate evaluation findings visually or descriptively, and can help external stakeholders to understand the context. Users should obtain approval before taking photos, videos or writing case studies about adolescents or other specific individuals; and where relevant confirm anonymity and confidentiality.

Participatory evaluation tools

Participatory tools involve participants and other stakeholders more fully in evaluation processes. They often draw out information about changing attitudes and perspectives or help respondents express complex feelings in a way that traditional tools are unable.

This section includes both participatory tools that can be applied as single activities as well as some that are conducted as adolescent/participant-led projects implemented over a period of time. Tools described in this section should be adapted for application to suit the nature of each context and needs of each program. Sample activities using participatory tools are further included in **Appendix C**.

Artistic methods

Artistic methods include drawing, painting, scrap booking, collage, mural painting and a wide range of other arts based mediums.

A simple way to apply artistic methods is to ask participants/respondents to make a drawing or painting on a selected theme, challenge they face, moment of learning or specific change that has taken place then ask them to present or talk about the drawings/paintings. The same approach can be taken in asking participants/respondents to create artistic representations of selected competency domains or their progress towards competency learning objectives.

Users may consider what local and cultural artistic practices exist within the target community, and what local resources are available to integrate further artistic methods into their programs and evaluation plans. Additionally, programs may build collaborative partnerships with artists, art schools, or groups and institutions that promote local art forms.

Storytelling, poetry and music

Storytelling, poetry and music are all methods by which participants can express themselves creatively using spoken word, rhythm and/or rhyme.

A simple way to apply these methods is to ask participants/respondents to work individually, in pairs or in small groups to write a story, a poem or a song on a selected theme, challenge they face, moment of learning or specific change that has taken place then present or perform these to the whole group. Stories, poems or songs can include a significant moment during the program where there was change in themselves, in the group or in the community.

Users may consider what local/cultural forms of storytelling, poetry or locally composed/performed music are available that can be integrated into these types of activities or build collaborative partnerships with local music groups, and/or individuals and groups that write/perform poetry or stories.

Role-plays

Role-plays are methods by which participants act out or perform a role in a particular situation. They can be used to help adolescents or other respondents to imagine situations different from their own and to demonstrate how competencies can apply.

To conduct this method users can ask small groups of participants/respondents to create a role play on a selected theme, challenge they face, moment of learning or specific change that has taken place and perform it for the whole group. Role-plays tend to be approximately a few minutes per group. Data can be collected in observing role-plays and as part of the process of debrief and discussion.

Simulations

In a simulation participants/respondents recreate a situation acting out roles of characters they are assigned as if they are in the real situation. Simulations can be used to demonstrate how adolescents or other respondents apply competency knowledge and skills, make decisions and solve problems to situations different from their own. Users may research and develop a simulation from real events, historic or current, that have happened that influence the conflict situation either directly or indirectly.

To conduct a simulation, facilitators create an imaginary situation that is relatively complex (compared to role-plays) and includes various characters with different points of view, interests and goals. The facilitator explains the situation and assigns roles to each participant (sometimes writing descriptions of each role on note cards and handing one to each participant). Participants learn about their role, but are generally unaware of the interests and goals of other characters then engage with others to find a solution while acting out their character role. Data can be collected in observing the simulation and as part of the process of debrief and discussion.

Performance art

Performance art includes a variety of methods including theater, drama, dance and puppetry by which participants plan a performance to express their feelings and perspectives about an issue, topic or challenge while demonstrating competency learning.

There is a high degree of flexibility in the way these methods can be used, and in many cases these are more self-directed by the participants themselves. Users may consider what local and cultural forms of performance art exist within the target community, what local resources are available or build collaborative partnerships with performers, theater/acting schools or groups and institutions that promote traditional or modern performance art.

Data can be collected in observing planning and implementation of performances or as part of the process of debrief and discussion that should follow performances.

Adolescent led research and listening projects

These are adolescent/participant-led activities where adolescents/participants identify a theme or issue that they want to learn more about, then go out into the community to conduct their own research and/or 'listen' to the voices of diverse community members. These methods can be used to gather in-depth information about the community, conflict situation or influence of the program on conflict dynamics. They demonstrate competency learning and incorporate adolescent perspectives in data analysis and presentation.

To apply this method adolescents/participants are given the opportunity to lead research projects in the community, using interviews, FGDs or other tools to listen and learn from community members. They can focus on changes in the context/conflict, community perceptions, reflections on competency learning, changes that have happened as a result of the program or any specific theme relevant for the evaluation.

Photography and video projects

Photography and video projects can focus on specific themes or competencies. They can be used to provide in-depth visual information to generate new learning or support findings. They can focus on drivers of conflict or issues the program seeks to address. They can include adolescent perspectives about the situation or issue, show (adolescent) voices for peace or share what adolescents learned during the program.

For users who have access to photo or video equipment, a simple way to apply this method is to ask adolescents/participants to take photographs or make video documentaries on a selected theme, competency domain or both, then to present their photos/videos to the group or in an exhibition for the community. Users can ask targeted questions for evaluation purposes.

Tools of DE evaluators

Appreciative inquiry

Appreciative inquiry is an approach of questioning to discover and build from what is good and what works, rather than focusing on a problem and trying to find ways to change it. It involves asking questions in a way that can strengthen elements of an organization or program that are working, or to discover and promote existing but seldom used pathways to peace. Evaluators collect stories and examples, then examine them to uncover key themes and patterns about what succeeds.

To apply appreciative inquiry evaluators ask questions to individuals or groups in the following sequence: discover – dream – design – do. After asking questions in each step of this sequence respondents may need time to reflect and/or discuss with others before providing a response.

	To build on what is working	To discover new pathways to peace
Discover	Can you describe something that happened during the course of the program when everything worked very well and it was clear to see how activities were contributing to the achievement of desired peacebuilding outcomes? Why did it work well? Who was involved? How did you know that it was contributing towards peace? How did people feel?	Can you describe a time, moment or event when 1) diverse groups or conflict parties were working well together, 2) conflicts were resolved effectively, or 3) problems/issues did not emerge as they do now? What was happening? How did it happen? How is it different from now? How did people feel?
Dream	What would it look like if everything in the program/organization worked as well and/or achieved outcomes as effectively as what you just described? How would it affect the community, conflict parties, adolescents and families?	What would it look like if this happened again in the future? How would it affect the community, conflict parties, adolescents and families? How would you like it to be? What would be the best possible outcome?
Design	How can you make this happen? How can your organization or program do more of this in the future? How should the program/organization be structured? How should activities be planned? What relationships/partnerships can you form that will help?	How can your program/organization make this happen? How can program activities/outputs be adapted to promote this to happen? Can any new activities be conducted or outputs produced to support this type of event/moment to happen?
Do	What can you, your organization or your program do now to support this to happen in the future?	What can you, your organization or your program do now to support this to happen in the future?

Walking tour

Walking tours are conducted as interviews or small group discussions setup while walking around the community or in specific locations where meaningful events occurred that evoke feelings and memories that help generate useful insights. Evaluators can use what they have learned about the conflict, context, program or local history to setup a walking tour to intentionally seek specific learning.

A simple way to conduct a walking tour is for participants, adolescents, staff or other stakeholders to take the evaluator on a walk around the project site, community or other relevant location to share information about specific events or activities that happened in these locations. During the walking tour, the evaluator can ask questions to learn more about significant moments and their meaning for participants, adolescents, respondents, the group and/or the community.

What? So what? Now what?^{xxxii}

One simple method used by DE evaluators is summarized by asking three questions: What? So what? Now what? These questions help DE evaluators to analyze many complex variables and to turn evaluation learning into collective action in a simple manner.

What?	What do we see? What does data tell us? What are the indicators of change? What clues will tell us that conflict dynamics or patterns are changing?
So what?	So, what can we learn from emerging data? What does it mean to us now and in the future? What effect will changes in conflict dynamics have on adolescents, families and other stakeholders? How will they affect our program, our partners and our plans for the future?
Now what?	What should we do? What are our options? What resources do we have to do it? When and how can we act to take opportunities now and the future?

Most significant change

The Most Significant Change process uses storytelling to evaluate key moments of personal change resulting from program activities. It involves the collection of significant change stories of programme impact at the community level. This method is both useful for the collection of stories and for engaging participation of staff, participants and other stakeholders while focusing collective energy on programme impact.

To apply this method, stories should first be collected from adolescents, families, staff and other diverse stakeholders. Program participants can both share their own stories and also go out into the community to collect stories. DE evaluators then work with staff (and sometimes selected adolescent participants) to choose key stories that most effectively and vividly demonstrate changes. After these stories are documented, participants or other stakeholders then read the stories out loud together and have in-depth discussions about the value of each change story to identify those that they think are the most significant.

Many variations of this method exist. Some variations begin with participants/respondents drawing pictures that illustrate personal changes, then use the pictures to illustrate their significant change stories as they tell them to the group. Other variations use photography, poetry or other artistic methods as a medium in a similar way. Additionally, participants can create a book, magazine, a gallery exhibition, radio broadcast, or social media platform of examples of significant change achieved through the program.

Network mapping

Network mapping is a process identifying key actors working towards shared goals, then producing a visual representation of the connections between these individuals and groups. It can promote cooperation and inform strategy to enhance progress towards goals shared by multiple organizations. Network mapping in practice can take many forms as maps and other visual representations are developed from analysis and findings of a complex interplay of networks from users operating in a diverse array of conflict situations.

Network maps can include further visual representation of the relationships between actors and highlight existing or potential joint efforts. They can further demonstrate individuals and groups who are particularly influential, hold particular expertise or act as connectors. In some cases they can identify lines of communication, information sharing practices or forums for collaboration. Network maps can be put together through artistic methods or with graphic software on the computer for those organizations who have this capacity.

Analysis of network maps can help programs to adapt strategies and communication practices, in some cases identifying opportunities to build coalitions. Monitoring a network over time can demonstrate how networks respond to challenges and adapt to changes in conflict dynamics.

Worksheet 4A: Learning Framework Template

Program Name:

Theory of Change

IF...

THEN...

BECAUSE...

Challenges

Opportunities

What we need to learn:

Feedback mechanisms (ie. plan for reporting what we learned to DE evaluator):

When we will report (ie. weekly, monthly, when something happens, etc.):

How we will report it (ie. email, phone call, face to face meeting, written notes, etc.):

Worksheet 4B: Competency learning indicator development worksheet

Organization and/or Program Name:	
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Competency Goals

Key Learning Objectives	Indicators	Supporting Qualitative Data

Worksheet 4C: Indicator assessment planning worksheet

Program name:

Theory of Change:

Criteria of evaluation	Indicator	Means of verification	Data sources, location and quantity	Schedule for data collection
<i>Outcome 1</i>				
<i>Outcome 2</i>				
<i>Outcome 3</i>				
<i>Competency learning objective 1</i>				
<i>Competency learning objective 2</i>				
<i>Competency learning objective 3</i>				
<i>Competency learning objective 4</i>				
<i>Competency learning objective 5</i>				
<i>Activity/output 1</i>				
<i>Activity/output 2</i>				

Worksheet 4D: Semi-structured observation sheet

Semi-structured observation sheet to assess competency learning

Date(s) of observation: _____



Location of observation: _____

Program name: _____

Specific group being observed: _____

Person conducting observation: _____

Competency domain(s): _____

	 negative change	 no change	 some change	 significant change	Notes:
--	--	--	--	---	--------

Participants demonstrate understanding in the following knowledge areas:

Knowledge:						

Participants demonstrate the following attitudes:

Attitude:						

Participants demonstrate the following skills:

Skill:						

Specific examples/stories of knowledge learned, attitudes changed and/or skill acquired:

Additional observations or comments: (*may continue on back of the page)

Worksheet 4E: Semi-structured interview/focus group discussion guide




Semi-structured interview/FGD guide to assess competency learning

Date(s) of interview/FGD: _____
 Location of interview/FGD: _____
 Program name: _____
 Person/group interviewed: _____
 Person conducting interview/FGD: _____

Competency domain(s): _____

General questions related to competency domain(s)

Questions for self-reporting or assessment of knowledge, attitude and skills

	 negative change	 no change	 some change	 significant change	Notes:
--	--	--	--	--	--------

Questions to assess knowledge

Knowledge:						

Questions to assess attitudes

Attitude:						

Questions to assess skills

Skill:						

Specific examples/stories of knowledge learned, attitudes changed and/or skill acquired:

Additional comments: (*may continue on back of the page)

Appendix A: Competency Learning Maps

Communication and expression learning map

	Personal	Interpersonal	Community
Knowledge	<p>I understand my own style of communication, its strengths and its weaknesses.</p> <p>I understand the harmful effects of manipulative, aggressive and poor communication on myself and others.</p> <p>I understand the benefits of listening and developing good communication habits for myself and others.</p>	<p>I understand how verbal and non-verbal communication can contribute to conflict or promote peace in my family, friend and peer groups.</p> <p>I understand the effects of aggressive and hurtful language on family, friends and peers; and the effects of kind words and positive communication patterns.</p> <p>I understand the challenges and barriers to effective communication in my family, friend and peers groups.</p>	<p>I can describe the effects of hate-speech explain the possibilities of peace-speech.</p> <p>I can give examples about how some identity, culture and/or linguistic groups have limited opportunities to express themselves; or face restrictions in their freedom of expression.</p> <p>I can describe a range of outlets for expression available in the community including art, culture, media, events, public spaces, etc.</p> <p>I know how to construct an advocacy message.</p>
Attitudes	<p>I believe that I am responsible for the positive and negative influences of my own communication.</p> <p>I believe that communication and expression can be used to heal pain and build peace.</p>	<p>I believe that I have a responsibility to use communication to resolve conflict and build peace with family, friend and peers.</p> <p>I believe that good listening and effective communication can solve conflicts in my family, friend and peer groups.</p>	<p>I believe that I can use my knowledge and skills in communication to transform conflict in my community and build peace.</p> <p>I believe that hate speech and negative communication patterns harm my community.</p>
Skills	<p>I can reflect on and identify the communication patterns (verbal/non-verbal) that I use.</p> <p>I can speak calmly and clearly; I can accurately express my ideas, perspectives and opinions</p> <p>I can identify appropriate situations where I can be assertive.</p> <p>I can speak kindly with careful consideration about my choice of words.</p> <p>I can express myself in one or more art forms: art, poetry, music, dance, creative media and/or in social media.</p>	<p>I can observe and identify communication patterns (verbal/non-verbal) of others.</p> <p>I can listen respectfully and attentively to the concerns, feelings, needs and perspectives of others</p> <p>I can constructively disagree with what someone is saying without sounding aggressive.</p> <p>Adapting communication style to the needs of family, friend and peer groups.</p> <p>I can make others feel safe to communicate and express themselves freely.</p> <p>I can help others to use creative methods to express their thoughts and feelings.</p> <p>I can listen and communicate easily with persons who are different from myself.</p>	<p>I can observe and identify positive and negative communication patterns in the community.</p> <p>I can listen respectfully to the concerns, feelings and needs of diverse community members or persons from different conflict parties.</p> <p>I can calmly and clearly express my perspectives and ideas in community settings, being assertive when necessary and appropriate.</p> <p>I can adapt my style of communication in different settings and situations.</p> <p>I can create safe spaces for open communication in the community.</p>

Identity and self-esteem learning map

	Personal	Interpersonal	Community
Knowledge	<p>Based on my own personal reflection, I can describe my own strengths and weaknesses, desires and fears.</p> <p>I can describe the values and virtues inherent in spiritual tradition that I practice.</p> <p>I can describe the positive aspects of my cultural heritage and history; and the meanings behind common customs and practices.</p> <p>I can see how the society and culture where I live influence how I view my gender identity.</p> <p>I can describe healthy habits to practice to promote mental and physical wellbeing.</p>	<p>I can see without judgment the strengths, weaknesses, desires and fears of family, friends and peers.</p> <p>I understand the challenges faced by persons whose gender identity and/or sexual orientation is outside the cultural/social norm.</p> <p>I can describe healthy habits to promote the wellbeing of family, friends and peers.</p> <p>I can see how my family, friends and peers influence who I am and can give examples of how they have influenced my identity.</p>	<p>I understand the desires and fears of persons who are different from myself that live in my community or society.</p> <p>I can describe the values and virtues inherent in spiritual traditions different from my own; I can see what shared values other spiritual traditions have with my own.</p> <p>I see the positive aspects of other cultures I encounter in the community and can describe their history and the meanings behind common customs and practices.</p> <p>I understand the damaging consequences of identity politics in conflict.</p> <p>I can describe practices to promote the wellbeing of the community.</p>
Attitudes	<p>I believe that it is important to care for my personal health and wellbeing.</p> <p>I believe that there is meaning and purpose in my life; that I can create the life I want to live and be happy.</p>	<p>I believe that it is important to care for others, respecting the inherent dignity of all people regardless of difference.</p> <p>I believe that I am an important part of my family and peer group; that I matter.</p>	<p>I believe that my community should protect the dignity of all persons regardless of identity or difference.</p> <p>I believe that I am an important part of my community; that I can make a difference.</p>
Skills	<p>I explore and learn about my personal identity in a healthy way.</p> <p>I seek healthy environments that promote my self-esteem.</p> <p>I appreciate the positive qualities in myself.</p> <p>Active learning from one's own identity and the identity of others</p> <p>Self reflection; challenging negative perceptions one has of other identity groups</p> <p>Living simply as an individual</p>	<p>I support and provide genuine encouragement to others to develop a healthy self-esteem.</p> <p>I can appropriately express gratitude, appreciation and affection to family, friends and peers, even those who are different from myself.</p> <p>I challenge bullying and identity based exclusion in family, friend and peer groups. I support inclusion and acceptance of difference.</p>	<p>I can appropriately express gratitude, appreciation and affection to persons I encounter in the community, particularly those who are different from myself.</p> <p>I find and create experiences for learning about other people, particularly those who are different from myself.</p> <p>I challenge identity-based exclusion in the community. I support inclusion and acceptance of difference for all persons in the community regardless of difference</p>

Leadership and influence learning map

	Personal	Interpersonal	Community
Knowledge	<p>I can describe persons and groups who have influenced me in both positive and negative ways, also I can describe how I have been influenced by them.</p> <p>I know what inspires me.</p> <p>I know about different types of leadership and can describe my leadership qualities.</p> <p>I know what qualities I have and actions I can take to influence people in positive ways.</p>	<p>I can describe ways in which my family, friends and peers have been influenced by others, both in positive and negative ways.</p> <p>I can describe how commonly held views and beliefs have or do influence both conflict and peace in my family, friends and peer groups</p> <p>I know and can describe how my views, beliefs, actions and behaviors influence others around me.</p> <p>I have practical knowledge of influencing family, friends and peers in positive ways, and I can describe examples of how I have done this.</p>	<p>I can describe how community members have been influenced by others, both towards peace and towards conflict.</p> <p>I can describe how commonly held views and beliefs have or do influence both conflict and peace in the community.</p> <p>I can describe various opportunities and challenges for adolescents to practice leadership in the community.</p> <p>I can describe persons from my community/society who have worked for peace. I can describe events where conflict was resolved peacefully.</p> <p>I can describe examples of zones of peace.</p>
Attitudes	<p>I believe that who I am and what I do influences real conflict situations; that I am responsible for the effects of my actions and inactions.</p> <p>I don't think that I know everything, but I can always learn something new.</p> <p>I believe that I should live as a positive example to others.</p>	<p>I believe that what I do (or don't do) contributes to conflict or peace in my family, friend and peer groups; that I am responsible for the effects of my actions (and inactions).</p> <p>I desire to be a positive influence on my family, friends and peers, resolving conflicts and building peace to the best of my ability.</p>	<p>I believe that what I do (or don't do) contributes to conflict or peace in my community. I am responsible for the effects of my actions (and inactions) on my community.</p> <p>If I want a change in my community, I can take initiative to make that change; to transform conflict (or for reconciliation in post-conflict situations).</p>
Skills	<p>I am not easily influenced by negative views of others.</p> <p>I can identify my perceptions that are negative or not useful, and I can work to change them.</p> <p>I seek good mentors and role models who can help me to grow and be a better person.</p> <p>I trust my own judgment and follow my intuition.</p> <p>I see what I have in common with those who are different from myself.</p>	<p>I can protect my family, friends and peers from influence of negative views of others. I can influence them in a positive way.</p> <p>I can help family, friends or peers who are involved in conflict with one another to rebuild trust and positive relationships.</p> <p>I am good at building trust with persons who are different from myself, or who have different beliefs than I do.</p>	<p>I can find ways to protect my community from negative influences. I can find ways to influence my community in positive ways.</p> <p>I can influence change in the relationships and perceptions of persons involved in conflict</p> <p>I am good at building trust with persons involved in conflict, with marginalized groups and with diverse community members.</p> <p>I can recognize common interests and needs that persons in conflict have.</p>

Problem solving and managing conflict learning map

	Personal	Interpersonal	Community
Knowledge	<p>I understand the effects of conflict on my own life.</p> <p>I can identify multiple ways that structural inequality affects my own life.</p> <p>I can identify multiple ways that I have been influenced or affected by prejudice, racism, sexism and ageism.</p> <p>I have learned methods and tools to gather information, analyze conflict, organize and present ideas; construct arguments.</p> <p>I have learned practical strategies for negotiation, mediation, dialogue facilitation and consensus building.</p>	<p>I can identify multiple ways that inequality affects my family, friends and peers, and how this can lead to conflict.</p> <p>I can identify multiple ways that prejudice, racism, sexism and ageism affect my family, friends and peers.</p> <p>I can identify conflict resolution mechanisms used in my family, friend and peer groups.</p> <p>I understand issues and concerns of persons on multiple sides of a conflict.</p> <p>I can provide examples of when individuals in conflict have found solutions where everybody wins (ie. win-win solutions).</p>	<p>I can identify groups in the community who suffer from structural inequality. I can identify those who benefit.</p> <p>I can identify groups in the community that are victims of prejudice, racism, sexism and ageism. I can identify individuals and groups who benefit from these.</p> <p>I can identify conflict resolution mechanisms used in my community.</p> <p>I understand the issues and concerns of groups on multiple sides of the conflict.</p> <p>I can provide examples of when groups in conflict in my community have found solutions where everybody wins (ie. win-win solutions).</p>
Attitudes	<p>I believe that my words and actions should reflect what I feel is right.</p> <p>I believe that conflicts are complex, but there are many ways to solve them peacefully.</p>	<p>I believe that my family members, friends and peers should all be treated in a fair and respectful manner.</p> <p>I believe that I can solve conflicts amongst my family, friends and peers.</p>	<p>I believe that people in my community should be treated equally within schools, businesses, government and institutions.</p> <p>I believe that I can solve conflicts in my community.</p>
Skills	<p>I can apply conflict analysis tools to case studies and theoretical conflicts.</p> <p>I can identify multiple sources of information, and distinguish between fact and opinion.</p> <p>I can see a problem within its larger context. I can determine alternative solutions to case studies and theoretical problems.</p> <p>I can see how issues that affect me also affect other people who are different from myself. I can describe how resolving them will benefit both myself and others.</p> <p>I can describe the strengths and weaknesses of multiple types of conflict resolution mechanisms.</p>	<p>I can apply conflict analysis tools to conflict in my family, friend and peer groups.</p> <p>I can analyze multiple causes of conflict in family, friend and peer groups, and determine multiple solutions.</p> <p>I can develop strategies to transform underlying issues to conflict in my family, friend and peer groups.</p> <p>I can help persons in conflict to focus on shared issues to find more constructive ways of resolving a conflict (ie. win-win solutions).</p> <p>I can identify opportunities for mediation in my family, friend or peer groups; I have practiced skills of negotiation and mediation.</p>	<p>I can apply conflict analysis tools to conflicts in the community.</p> <p>I can analyze multiple causes of conflict in the community and determine multiple solutions to problems.</p> <p>I can develop strategies to transform underlying issues to conflict in my community.</p> <p>I can help parties in conflict to focus on shared issues to find more constructive ways of resolving a conflict (ie. win-win solutions).</p> <p>I can identify opportunities for mediation, dialogue facilitation and consensus building in my community; I have practiced skills in community settings.</p>

Coping with stress and managing emotions learning map

	Personal	Interpersonal	Community
Knowledge	<p>I understand that feeling and emotions are complex. I can recognize how strong feelings affect my body and judgment. I can identify multiple emotions that I feel in response to a person or event.</p> <p>I recognize the connection between feeling and conflict; the benefits of forgiveness; of forgiving myself.</p> <p>I have developed a variety of ways for describing my emotions in my language. I have a good vocabulary for describing emotions.</p>	<p>I can recognize the complex feelings of family, friends and peers. I understand how strong feelings can affect their judgment and actions.</p> <p>I can see the relationship between escalation of feelings and escalation of conflict with family, friends and peers.</p> <p>I have learned techniques for healing with persons involved in interpersonal conflicts.</p>	<p>I can recognize the complex feelings of community members and groups in conflict. I understand how strong feelings affect the judgment of community members and conflict parties.</p> <p>I can see the relationship between escalation of feelings and escalation of conflict amongst community members and conflict parties.</p> <p>I have developed a variety of ways for describing emotions in another language (as relevant)</p>
Attitudes	<p>I believe that everyone suffers from conflict; and everyone can heal.</p> <p>I believe that I can develop the ability to calm myself; I can transform the anger, hurt and pain I feel.</p>	<p>I believe that everyone in my family, friend and peer groups have suffered from conflict; everyone can heal.</p> <p>I believe that I can help my family, friends and peers to feel calm; to transform the anger, hurt and pain they feel.</p>	<p>I believe that everyone in my community (and other communities) has suffered from conflict; everyone can heal.</p> <p>I believe that I can help my community to remain calm when faced with challenging situations; to transform the anger, hurt and pain from this conflict.</p>
Skills	<p>I can calm myself using healthy techniques for dealing with stress and managing emotions (ie. going for a walk, talking to a friend, meditating, etc.).</p> <p>I can speak about my emotions in a healthy way. I can express anger, hurt and other difficult emotions in healthy, constructive ways.</p> <p>I can ask for help when I need it. I know how to ask and who to talk to for help.</p> <p>I can monitor my own feelings and can work to transform difficult emotions of anger, hurt, pain, etc.</p> <p>I can apply techniques for healthy expression of feelings (ie. art, games, activities, poems, role plays, theater, music, song, etc.)</p>	<p>I can recognize the emotions of others, ask others how they feel and listen while they talk about their feelings.</p> <p>I can create space for others to express difficult emotions such as anger, hurt and pain in healthy, constructive ways.</p> <p>I can calm family, friends and peers experiencing difficult emotions.</p> <p>I can forgive family, friends and peers who have hurt me.</p> <p>I can initiate group activities that help myself and others deal with stress and heal from hurt in a healthy way.</p> <p>I can influence the difficult emotions of others to help de-escalate conflict and rebuild trust in my family, friend and peer groups hurt by conflict.</p>	<p>I can recognize the emotions felt by community members and groups in conflict.</p> <p>I can create safe space to talk constructively about difficult emotions in community settings.</p> <p>I can calm community members and groups experiencing difficult emotions</p> <p>I can forgive community members who have hurt me or persons and groups who have harmed my community.</p> <p>I can initiate group activities that help community members and groups in conflict to deal with stress and heal from mutual hurt in a healthy way.</p> <p>I can conduct activities that contribute to the de-escalation of strong feelings contributing to conflict.</p>

Cooperation and teamwork learning map

	Personal	Interpersonal	Community
Knowledge	<p>I understand and can describe from experience how it feels to be included and how it feels to be excluded.</p> <p>I can describe ways in which I have been influenced (by family, friends, peers and my community) to promote inclusion and/or exclusion.</p> <p>I know healthy habits and practices of working in teams</p> <p>I am aware if the influence my participation has on group dynamics.</p> <p>I am aware of the influence that my identity has on group dynamics.</p>	<p>I can describe the benefits of cooperation and teamwork and the characteristics of a well-functioning team.</p> <p>I understand the benefits of diversity and inclusion in groups; and the consequences of exclusion.</p> <p>I have learned ways to promote cooperation in groups and teams; and strategies for working with people who don't want to cooperate.</p> <p>I have learned a variety of participatory methods and techniques for facilitating activities in groups.</p> <p>I am aware of the influence the identity of team members has on group dynamics.</p>	<p>I understand the benefits of promoting diversity in the community; and the consequences of exclusion. I can describe patterns of inclusion and exclusion.</p> <p>I am aware of the needs and desires of persons from marginalized groups.</p> <p>I can describe various moments in the history of my community and society when groups in conflict cooperated.</p> <p>I can identify places in my community where there are opportunities to promote cooperation.</p> <p>I am aware of the influence of the identity of community members involved in community activities.</p>
Attitudes	<p>I believe that there are more benefits to cooperation than there are to competition.</p> <p>I believe that when I experience problems and challenges with others, that I am not always right; no one is to blame; group dynamics must adapt.</p>	<p>I believe that effective cooperation is possible in my family, friend and peer groups.</p> <p>I believe that when my family, friends or peers experience problems it is not the fault of any one person; the group must work together to find solutions.</p>	<p>I believe that my community can cooperate to solve problems, heal from the past and build peace.</p> <p>I believe that when my community experiences problems it is not the fault of any one group; all people and conflict parties must work together to find solutions.</p>
Skills	<p>I can see the strengths and weaknesses of myself as a team member.</p> <p>I can observe group dynamics and reflect on my own participation in groups.</p> <p>I recognize when I put myself before the needs of the group and can adjust my behavior to promote what is best for the group.</p> <p>I can accept fault for errors I have made when engaged in group activities to help repair damaged relationships between myself and others.</p> <p>I recognize situations when I neglected to include others and I reflect on what prevents me from fully including others.</p>	<p>I can utilize strengths of team members, assigning appropriate roles and responsibilities to each person in my team.</p> <p>I can work cooperatively with my family, friends and peers to solve problems and overcome challenges.</p> <p>I can identify persons feeling excluded and re-integrating them into the team/group.</p> <p>I can repair damaged relationships between family, friends and peers who have been hurt by conflict.</p> <p>I can motivate diverse people to be involved in an activity and work together towards a shared goal.</p>	<p>I can utilize the strengths of community members and groups; I can coordinate community activities/events.</p> <p>I can solve problems cooperatively with diverse community members.</p> <p>I can identify excluded and marginalized groups; can build trust; and can integrate them into community activities and events for which I am involved.</p> <p>I can repair/rebuild damaged relationships; I can promote reconciliation between groups who have been hurt by conflict</p> <p>I can build coalitions with diverse groups centered around shared issues</p>

Empathy and respect learning map

	Personal	Interpersonal	Community
Knowledge	<p>I can explain lessons that I have learned in my life from my own struggles and challenges.</p> <p>I can describe how my own wellbeing is influenced by my surroundings.</p> <p>I understand the personal benefit I can get from sharing my time, energy and support to others in need.</p> <p>I can describe with appreciation the similarities, differences and unique qualities of women and men; persons from different identity and culture groups.</p>	<p>I can explain lessons I have learned in my life from observing the struggles and challenges of family, friends and peers.</p> <p>I can describe how the wellbeing of my family, friends and peers is connected to my own wellbeing.</p> <p>I understand the benefit of helping others who are in need; the harm in ignoring the needs of others and how this can contribute to conflict.</p>	<p>I can explain lessons I have learned in my life from persons from different cultures and/or who hold different views.</p> <p>I am aware of marginalized groups in the community; I understand the challenges they face; how my wellbeing is connected to theirs.</p> <p>I can see the benefit of sharing my time to help those in need; to show solidarity.</p> <p>I can describe how dehumanizing others drives conflict; how humanizing others promotes peace.</p>
Attitudes	<p>I believe that it is important to make effort to understand the feelings and needs of others.</p> <p>I believe that all people deserve to be treated with love and respect regardless of age, ethnicity, language, religion, sexual orientation, gender identity, political opinion, nationality or ability.</p>	<p>I believe that all people in my family, friends and peer groups have worth and value. Each person has influenced my life in some way.</p> <p>I can see when some persons in my family, friends and/or peer groups are not given the respect they deserve. I believe that it is important to see their unique situation and treat them with compassion.</p>	<p>I believe that all of the diverse people living in my community have worth and value. Each person has a unique story from which I can learn.</p> <p>I can see when some groups in the community are not given the respect that they deserve. I believe that it is important that we recognize their unique situation and treat them with compassion.</p>
Skills	<p>I can recognize and respect my feelings and needs.</p> <p>I can recognize and identify the similarities and differences in my own perspectives and the perspectives of others.</p> <p>I can take care of myself so I am better able to take care of others.</p> <p>I can see the good in the human nature of all persons involved in conflict.</p> <p>I put myself into situations where I can learn from persons who are different from myself.</p>	<p>I can recognize and respect the feelings and needs of family members, friends and peers.</p> <p>I understand the perspectives of family, friends and peers who have different views than myself.</p> <p>I help others in need; I give my time and energy to family, friends and peers who need my help; I make sacrifices for others.</p> <p>I can help my family, friends and peers to see the humanity in diverse and marginalized persons; and to understand persons with whom they are in conflict.</p>	<p>I can recognize and respect the feelings and needs of diverse persons and groups involved in conflict.</p> <p>I understand the perspectives of people and groups on all sides of the conflict; of diverse and marginalized groups.</p> <p>I give my time and energy to care for the needs of persons from marginalized groups or suffering from conflict, regardless of difference.</p> <p>In my interactions with others I strive to humanize marginalized, disadvantaged groups; persons socially, economically or politically excluded; and persons on all sides of the conflict</p>

Hope for the future and goal setting learning map

	Personal	Interpersonal	Community
Knowledge	<p>I can give practical examples of how (violent) conflict has impacted my own life.</p> <p>I can describe multiple potential outcomes to the current situation that would be better than my current situation.</p> <p>I can describe examples of when I have had influence on my surroundings in a positive way.</p> <p>I have learned about cases and examples where people have made ‘zones of peace’ in their schools or communities.</p>	<p>I can give practical examples of the damaging consequences of (violent) conflict on my family, friends and peers.</p> <p>I can describe multiple potential outcomes to the current situation that would be better for my family, friends and peers.</p> <p>I can describe examples of when my family, friends and/or peers have influenced the situation around them in a positive way.</p> <p>I can describe examples of persons who have made choices that mitigate the effects of (violent) conflict on themselves and others; who live in peace.</p>	<p>I can give practical examples of the damaging consequences of (violent) conflict on different conflict parties and community groups other than my own.</p> <p>I can describe multiple potential outcomes to the current situation that would be better for all persons and groups involved in conflict.</p> <p>I can describe examples of persons and groups who have influenced the conflict situation in a positive way.</p> <p>I can describe examples of communities and groups that have made choices to protect them from the damaging consequences of violent conflict; who live in peace.</p>
Attitudes	<p>I believe that I can do something to protect myself from the negative consequences of (violent) conflict.</p> <p>I believe that with focus and determination I can get out of this conflict situation, can live in peace and/or mitigate the effects of conflict on myself.</p>	<p>I believe I can do something to protect my family, friends and peers from the negative consequences of (violent) conflict.</p> <p>I believe that my family, friends and peers can get out of this conflict situation, live in peace and/or mitigate the effects of conflict on themselves.</p>	<p>I believe that I can do something to protect my community from the negative consequences of (violent) conflict.”</p> <p>I believe that my community can get out of this conflict situation, live in peace and/or mitigate the effects of conflict on everyone involved.</p>
Skills	<p>I can envision conditions that would lead to the elimination of negative effects of conflict on myself.</p> <p>I can perceive ways that conflict influences me and find simple ways to mitigate these influences. I can create a vision for a better future.</p> <p>I can set goals and identify steps to achieve these goals incrementally.</p> <p>I can make a commitment to complete a task, and work steadily until it is complete.</p> <p>I can plan, organize and manage my time effectively.</p>	<p>I can envision conditions that would lead to the elimination of negative effects of conflict on my family, friends and peers.</p> <p>I can perceive influences to conflict in my family, friend and peer groups; and envisioning ways to transform them.</p> <p>I can effectively communicate a vision for a better future to my family, friends and peers.</p> <p>I can motivate family, friends and peers to work towards a goal.</p>	<p>I can envision conditions that would lead to the elimination of negative effects of conflict on my community and others affected by conflict.</p> <p>I can perceive multiple influences to the conflict in my community and envisioning ways to transform them.</p> <p>I can effectively communicate a vision for a better future to persons in my community.</p> <p>I can motivate community members to work together towards a goal.</p>

Critical thinking and decision-making learning map

	Personal	Interpersonal	Community
Knowledge	<p>I understand how social and cultural norms political leaders, the education system, the media and other institutions influence my perceptions.</p> <p>I recognize my own privileges, opportunities and disadvantages that are a result of my gender, cultural background and socio-economic status.</p> <p>I have learned about democratic and participatory processes for decision-making.</p>	<p>I can give examples of how social and cultural norms, the media and education system, and other institutions influence the perceptions of my family, friends and peers.</p> <p>I recognize the privileges, opportunities and disadvantages of family members, friends and peers relevant to their gender, cultural background and socioeconomic class.</p> <p>I know who the key decision makers are in my family, friend and peer groups and can describe how decisions are made.</p>	<p>I can give examples about how social/cultural norms, political leaders, the media and education system, and other institutions influence commonly held perceptions in the community.</p> <p>I can recognize the unique privileges, opportunities and disadvantages that persons in my community have, relevant to each other and to other communities and persons of different cultural backgrounds and socioeconomic classes.</p> <p>I know who the key decision makers are in my community and can describe key decision-making processes.</p>
Attitudes	<p>I believe that my perspectives and opinions are influenced greatly by where I was born and the society in which I live; my cultural background, gender norms/ expectations and socio-economic status all play a key role.</p>	<p>I believe that the perspectives and opinions of my family, friends and peers are influenced greatly by the society in which we live; our cultural background, gender norms/ expectations and socio-economic status all play a key role.</p>	<p>I believe that commonly held perspectives and opinions of my community are influenced greatly by our culture, gender norms/expectations and socio-economic status; and our community's place within the society and nation.</p>
Skills	<p>I recognize bias perceptions in myself and constantly analyze the sources of my own attitudes, values and beliefs.</p> <p>When I see new information I know how to question it, inquire to find more information, analyze multiple sources of information, test hypothesis and make conclusions.</p> <p>I can critically reflect about the gender, identity and cultural stereotypes that I have learned in my life.</p> <p>I can recognize the weaknesses in one's own reasoning and work to form stronger arguments.</p> <p>I can independently make good decisions in a timely manner.</p>	<p>I recognize racist, sexist, ageist and ethnocentric comments when I hear them in my family, friend and peer groups.</p> <p>I can challenge prejudice behavior in family, friend and peer groups.</p> <p>I can critically analyze the attitudes, values, beliefs and thought patterns of my family, friends and peers.</p> <p>I can recognize the weaknesses in the reasoning and arguments of family, friends and peers.</p> <p>Effective decision making in family, friends and peer groups.</p> <p>I can cooperate with family, friends and peers to jointly make good decisions in a timely manner.</p>	<p>I recognize and can give examples of prejudice and discrimination in my community/society.</p> <p>I recognize and can give examples of fundamentalism and extremism; colonialism and neo-colonialism as they influence my community. (as relevant)</p> <p>I can challenge stereotypes and prejudice in the community.</p> <p>I can critically analyze the foundation of customs, values and norms of my community.</p> <p>I can recognize weaknesses in commonly held beliefs in the community.</p> <p>I can cooperate with community members to make good decisions in a timely manner.</p>

Creativity and innovation learning map

	Personal	Interpersonal	Community
Knowledge	<p>I can recognize my creative talents. I know which times of day, in which places and under what circumstances I am most creative.</p> <p>I see how I am connected to and influenced by my environment, family, friends and community.</p> <p>I understand how I have been affected personally, in both positive and negative ways, by conflict.</p> <p>I can identify challenges and opportunities for myself that are a result of the conflict.</p> <p>I can describe what I have learned about myself through art, music, sports, dance or other forms of cultural and personal expression.</p>	<p>I can recognize the creativity of family, friends and peers.</p> <p>I see how my family, friends and peers are connected and influenced by one another.</p> <p>I can see how my family, friend and peers have been affected personally in both positive and negative ways as a result of the conflict.</p> <p>I can identify both challenges and opportunities for my family, friends and peers that are a result of the conflict.</p> <p>I can describe what I have learned about family, friends and/or peers through their participation in art, music, sports, dance or other forms of cultural and personal expression.</p>	<p>I can recognize the creativity of diverse community members.</p> <p>I see how diverse community members and conflict parties are connected to one another and influenced by each other.</p> <p>I can see how my community have been affected in both positive and negative ways by the conflict.</p> <p>I can identify both challenges and opportunities for my community that are a result of the conflict.</p> <p>I can describe what I have learned about my community and/or conflict dynamics through community art, music, sports, dance or other forms of expression.</p>
Attitudes	<p>I believe that creative alternatives to present realities are needed to solve conflict.</p> <p>I believe that amidst change and uncertainty there is opportunity for making peace.</p>	<p>I believe that conflict in my family, friend and peer groups will persist until there is a shift in the way we think and act; we must try something new.</p> <p>I believe that when there is difficulty in my family, friend and peer groups, opportunities for something better can be found.</p>	<p>I believe that conflict in the community will persist until there is a shift in the way we think and act; we must try something new.</p> <p>I believe that setbacks are only an opportunity to find a more creative solution.</p>
Skills	<p>I practice one or more methods for generating ideas alone (ie. self reflection, journaling, reflecting on case studies and other written information).</p> <p>I can leave my comfort zone, face my fears, challenge myself and find courage when I feel vulnerable.</p> <p>I can be patient, observant and attentive. I trust my intuition. I can sense when the conditions are right; I take opportunities when they arise.</p> <p>I can generate alternative solutions to problems and patterns in conflict.</p>	<p>I can practice one or more methods for generating ideas in groups (ie. discussion, brainstorming, facilitation, role plays, simulations, video, activities, art, music, etc.).</p> <p>I take measured risks and experiment with new approaches to transform conflict in my family, friend and peer groups.</p> <p>I visualize and seize opportunities to influence positive change in family, friend and peer groups.</p> <p>I can generate a range of possible solutions to problems and patterns of conflict in family, friend and peer groups.</p>	<p>I can practice one or more methods for generating ideas in the community: interviewing or speaking with knowledgeable persons, participatory research methods, appreciative inquiry, etc.</p> <p>I can take measured risks in a healthy way to experiment with new approaches to transform conflict and build peace in my community.</p> <p>I visualize and seize opportunities to influence positive change in my community.</p> <p>I can generate a range of possible solutions to conflict in the community.</p>

Appendix B: Activities for Program Planning

Activities 1 – 4: Brainstorming issues and challenges for adolescents

Planning Activity 1- Picture Sharing

Objective: To encourage participants to reflect on a variety of issues that affect them, to generate ideas about what issues to address in program planning.

Time: 1 1/2 hours

Materials: Old newspapers and magazines, scissors, glue, about two meters or more of paper or cloth, colored markers.

Preparation: Put a long piece of paper or cloth on the wall. With a black marker, draw bricks and other details on the paper so that it looks like a brick or stone wall.

Process:

1. Participants (working alone or in pairs) make a collage on the 'brick' wall to show their community as they see it. They can put use newspaper/magazine words and images, draw pictures, etc.
2. After the collage brick wall is finished, gather around it and look at it together as a group for a few minutes. Identify issues and challenges for adolescents within the collage. Ask questions to facilitate discussion.
3. Let participants tell stories and share about the reality they face in their own communities. Explain that this activity is for idea generation and activities to address issues may later be included in the program plan.

Source: adapted from *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education* (UNESCO/UNICEF – 2008).

Planning Activity 2- Conflict Tree Analysis

Objective: To help participants understand causes and impacts of conflict.

Time: 40 minutes

Materials: colored markers, sticky notes, pencils and sheet/flip chart paper

Preparation: On the board or flip chart paper draw a big tree with roots going to the ground and branches leading up to the sky.

Process:

1. Give participants sticky notes and ask them to write words that come to mind when they think about the conflict situation and challenges they face.
2. Explain that the branches of the tree represent the impacts of the conflict on adolescents; the trunk of the tree represents the core issues; the roots represent the causes of conflict. Ask them to stick the notes onto the tree in the place they fit best.
3. Facilitate discussion about issues while as a group organizing similar sticky notes together and moving some notes around to the right places.
4. Brainstorm to ensure all causes, issues and impacts for adolescents are represented. Ask participants if there are any positive impacts. Include these and discuss.

Source: *I Painted Peace: Handbook on Peace Building with and for Children and Youth* (Save the Children Norway – 2008).

Planning Activity 3- Unjust situations

Objective: To generate a variety of ideas and perspectives about relevant conflict issues.

Time: 45 – 60 minutes

Materials: Collect/print photos and images of a variety of unjust situations taken from magazines, newspapers, websites or other places. Examples may include images of armed conflict, poverty and homelessness, pollution, religious intolerance, gender based violence, drug addiction, environmental destruction, migration, etc.

Preparation: Put a selection of images on the walls or on the floor and ask the participants to go around the room looking at the images.

Process:

1. Participants walk around and look at images. Facilitate discussion about how participants feel looking at each image, what images caught their attention and why.
2. Ask questions about images that caught their attention. As participants to describe what might have happened, why did it happen, who is responsible for the situation, why does the person have this expression on their face, what might they be thinking and feeling, what might happen to them now, etc.
3. Facilitate a discussion on what issues are seen in their community and which issues pose the biggest challenges to the community, and for adolescents.
4. Explain that this activity is for idea generation and activities to address issues may later be included in the program plan.

Source: *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education* (UNICEF – 2008).

Planning Activity 4- Body Mapping Exercise

Objective: To allow participants to explore their experience of living through conflict. To help participants to visualize various ways that conflict impacts adolescents.

Time: 1 1/2 hours

Materials: colored markers, pencils and flipchart paper

Preparation: Stick large sheets of flipchart paper together. Ask one participant to volunteer to lie on the sheets to have their body shape drawn. Participants will work in small groups. Make one body shape outline per group.

Process:

1. Explain to the participants that the body image drawn represents an adolescent in a conflict situation. Each body part represents something different to help participants reflect on a different aspect of how conflict affects adolescents:

<p>Head: How does conflict affect our minds? (ie. the minds of adolescents) Eyes: What have adolescents seen? How do people see us/adolescents? Ears: What have adolescents heard? How do adults listen to adolescents? Mouth: How do people communicate to adolescents? How do adolescents communicate? Main Body: How has adolescents' health been affected? Have they faced any abuse? Heart: What do adolescents feel? How do people feel about adolescents? Arms/Hands: What do adolescents do (as a result of conflict)? Legs/Feet: Where do adolescents go/not go (as a result of conflict)?</p>

2. Participants write words and draw pictures by different areas of the body outline.
3. Facilitate a discussion about how conflict affects us/adolescents. Remember to explore both positive and negative examples. Discuss differences for girls and boys, older and younger adolescents, adolescents from different backgrounds, etc.

Source: *I Painted Peace: Handbook on Peace Building with and for Children and Youth*. (Save the Children Norway – 2008).

Activities 5 – 8: Visualizing change

Planning Activity 5- What does peace building mean to you?

Objective: To develop a vision of peace; to identify related factors, barriers and actors working towards peace.

Time: 45-60 minutes

Materials: colored markers, pencils and flipchart paper

Preparation: On a large sheet of flipchart paper draw the image of a hot air balloon (large circle divided into segments) with a basket which is pegged to the ground. Above the hot air balloon arrows pointing to the sky. Above, draw clouds and a sun.

Process:

1. Explain to the group the hot air balloon in the drawing represents peace building. When the pegs (barriers) are removed peace will be possible and everyone will be able to move freely in their balloon towards their vision of peace.
2. Small groups draw, their own balloon and write in their responses to each part:
 - a. *The segments of the balloon:* what is needed to end the conflict, bring peace?
 - b. *The basket:* which people are involved in working towards peace?
 - c. *The pegs:* what are barriers to building peace?
 - d. *The arrows:* what are the factors that support peace?
 - e. *The sun:* what is your vision for peace?
 - f. *The clouds:* what are the risks adolescents face when work for peace?
3. Groups present their balloon. Facilitate discussion. Explain that the vision from this activity will inform program planning.

Source: *A Kit of Tools: For Participatory Research and Evaluation with Children, Young People, and Adults* (Save the Children Norway – 2008).

Planning Activity 6- Visioning Exercise

Objectives: To help participants visualize peace in their community.

Time: 1 1/2 hours

Materials: colored markers/pencils, tape, flip chart paper, pens/pencils, and erasers

Preparation: Find a quiet place with enough space for participants can lie or sit down.

Process:

1. Participants find a comfortable place to lie or sit down. Ask participants to close their eyes and relax. Ask them to imagine what peace would look like in the future; to imagine how organizing activities with groups of adolescents could contribute to peace in the future. Encourage them to dream about their role as agents of peace in their local communities.
2. Ask them to imagine their initiatives, their groups, the kinds of interactions they have with their families, schools, communities, leaders, officials and other key stakeholders; to dream about the a result of their efforts.
3. Ask them to visualize how they would like adolescents and adults to interact with each other; how they would like people from different backgrounds to interact.
4. Give them a few minutes of time to dream, visualize and reflect in silence, then ask them to draw their individual dreams on paper cut in the shape of fruit. Provide them with paper, crayons, colored pencils, markers and scissors.
5. Once the drawings are complete, place a large cut out in the shape of a tree in front of the participants. Allow time for each participant to present their dream/fruit. Once complete, allow them to add it on to the tree.

Source: *Measuring Peace Together*; p. 62-63 and *I Painted Peace: Handbook on Peace Building with and for Children and Youth*. (Save the Children Norway – 2008).

Planning Activity 7- Building an Ideal Agent of Peace

Objectives: To build an ideal agent of peace highlighting the qualities, values, skills, and knowledge needed to be an effect peace worker.

Time: 40 minutes

Materials: flipchart paper, tape, pens

Preparation: Tape together flipchart paper and draw an outline of a person.

Process:

1. Participants sit around the outline of a person. Explain to the group that they are going to use this body to build an “*ideal (adolescent) agent of peace*”.
2. Participants draw images of the knowledge, attitudes and skills this person needs to be an ideal agent of peace. Facilitate discussion. Share views and opinions.
3. Facilitate discussion. Discuss what kinds of support or capacity building they need to develop their own knowledge, attitudes and skills to become an agent of peace.

Source: *Measuring Peace Together* (UNICEF – 2104). and *I Painted Peace: Handbook on Peace Building with and for Children and Youth*. (Save the Children Norway – 2008).

Planning Activity 8- Images of the Future

Objectives: To visualize the change that adolescents want to see in their communities.

Time: 40 minutes

Materials: flipchart paper, tape, pens

Preparation: none

Process:

1. Ask participants to draw three images of the same community:
 - a. The first image depicts a place before the conflict.
 - b. The second image shows any changes to the place because of the conflict.
 - c. The third image imagines how the place might look in the future.
2. After they finish ask them to present their drawings and facilitate discussion, sharing ideas and visions.

Source: adapted from *Engaging Adolescents in Conflict Analysis* (UNICEF – 2012).

Activities 9 – 10: Brainstorming competency goals and objectives

Planning Activity 9- Brainstorming personal goals

Objectives: To have participants practice identifying personal goals.

Time: 1 hour

Materials: sheets of paper, pens, and colored markers/crayons

Preparation:

Process:

1. Participants think about they want to improve and/or learn during the program. It can be related to any knowledge they want to gain, attitudes they want to develop or new skills they want to learn, and can be related to helping them in their family, friend and/or peer groups, or in coping or engaging with issues in the community.
2. Give each participant a sheet of paper and a pen/crayon. Participants draw themselves having achieved their goal. Participants present their drawing to the whole group.
3. Drawings can be collected by the facilitator and brought back later in the program for participants to evaluate/reflect on progress towards their goal.

Source: *I DEAL monitoring and evaluation toolkit* (War Child Holland - 2010).

Planning Activity 10- Brainstorming group learning objectives

Objectives: To brainstorm potential group learning objectives.

Time: 40 – 60 minutes

Materials: flipchart paper, white paper, pins or tape, pens or markers

Preparation: On the board or using flipchart paper, create a space with three columns. Label columns as *Knowledge, Attitudes and Skills*. Cut white paper into strips.

Process:

1. Participants reflect on what they would like to achieve, learn, improve upon, or the kind of change they would like to see from the program. Small groups write on strips of paper key knowledge, attitudes and skills they would like to learn:
 - a. *Knowledge:* I would like to be able learn or understand....
 - b. *Skill:* I would like to be able to
 - c. *Attitude:* I would like to value...
2. Participants tape/pin their papers under the knowledge, attitude and skills columns on the board/wall.
3. Review knowledge, attitudes and skills on the board/wall, one column at a time. Facilitate discussion while grouping similar knowledge, attitudes and skills. Clarify and discuss further anything that is not clear.
4. Facilitate discussion to prioritize the goals as a group. Try to identify which are most important to the group. Discuss these generally as shared objectives.

Source: *Useful Tools for Engaging Young People in Participatory Evaluation* (UNICEF – 2005).

Activities 11 – 12: Mapping support

Planning Activity 11- Flower Map of People who Support Adolescents

Objectives: To explore participants' views on who supports them during difficult times.

Time: 1 hour

Materials: paper, colored pencils/markers

Preparation: none

Process:

1. Participant draw flowers, which will represent them as an individual. They include flower petals that represent the people they seek support from during times challenging times. Petals can include names and/or characteristics of these people. Petals can be drawn larger for people who support them the most.
2. Participants present their flower maps. Facilitate discussion on the common characteristics of people that support adolescents. Discuss where adolescents can get support and strategies for adolescents to find support.
3. Discuss how adolescents can support each other and how program activities can help adolescents find support or strengthen support networks.

Source: *Measuring Peace Together*, p. 65 and *I Painted Peace: Handbook on Peace Building with and for Children and Youth*. (Save the Children Norway – 2008).

Planning Activity 12- Mapping Support for Adolescent Peacebuilding

Objectives: To identify the individual, social and institutional resources available in the community to support adolescents and adolescent peacebuilding efforts.

Time: 1 hour, longer if you want to let them explore the community outside

Materials: flipchart paper, colored pencils/markers, rulers (optional)

Preparation: Decide which community or geographic area the mapping activity should cover.

Process:

1. In small groups, participants draw a map of their community (or group of communities) marking key places and spaces where adolescents can find support during difficult times as well as the resources available that can support them. Include in the maps:
 - a. Spaces where adolescents spend their time.
 - b. Places girls prefer. Places boys prefer.
 - c. Places boys avoid. Places girls avoid. Places where certain groups of adolescents never go. Sites of conflict.
 - d. Places people come together peacefully. Safe places.
2. Groups present their maps. Facilitate discussion. Sample discussion questions below:
 - a. Which social institutions support adolescents and contribute to peace in this community (e.g. churches, local organizations, youth groups, etc.)?
 - b. Which local government institutions support adolescents or contribute to building peace here?
 - c. Where do adolescents develop knowledge and skills that they can use to support other adolescents or contribute to building peace?
 - d. What are places where individual, social and institutional support link together. How can these linkages be strengthened?
 - e. What possibilities are there for financial support for adolescent initiatives? Where can these be found?
3. Discuss how resources may influence program planning and how existing resources can be used.

Source: *Engaging Adolescents in Conflict Analysis* (UNICEF – 2011), Pg. 24

Appendix C: Activities for Program Evaluation

Evaluation Activity 1- Reflection on My Personal Goal

Objectives: For participants to reflect on personal (competency) learning goals.

Time: 1 – 1.5 hours

Materials: Drawings of the participants from Planning Activity 9- Brainstorming Personal Goals, three white pieces of paper, markers

Preparation: Pass out the drawings to participants and give them a moment to reflect upon them, possibly to discuss with other participants and discuss informally. Put three sheets of paper on the wall: one represents ‘yes, I reached my goal’, ‘yes, a little or almost’ and ‘no, I did not reach my goal’.

Process:

1. In small groups, participants to discuss their personal goal with each other. Ask them to think and talk about the following questions:
 - a. Did you reach your goal: yes, no or almost?
 - b. If you reached your goal (or almost) reflect on: how did the program help you reach your goal? What did you learn, what did you improve?
 - c. If you did not reach your goal, why not? What could you do to reach it? What could others do to help you reach it?
2. After the discussions, ask the participants to walk to the sheet of paper on the wall that represents their achievement the best (ie. sheets of paper noting ‘yes, I reached my goal’, ‘yes, a little or almost’ and ‘no, I did not reach my goal’). Make clear to the participants that it is not regarded as a ‘failure’ if they think they did not achieve their goal and choose ‘no, I did not achieve my goal’.
3. Participants share briefly why they reached, almost reached or did not reach their goal; also what they learned or how they managed to improve or overcome challenges.

Source: adapted from *I DEAL monitoring and evaluation toolkit* (War Child Holland – 2010).

Evaluation Activity 2- Picture This

Objectives: To gather data about participant learning within selected competency domain(s).

Time: 45 – 60 minutes

Materials: Flip charts. Pens, Camera, Paper

Preparation: Choose a competency domain (or multiple domains), preferably domains chosen as a primary focus of the program/activity. Ask participants to reflect what they have learned related to this/these.

Process:

1. Participants individually or in groups to take pictures to show how they are developing in selected domains.
2. Participants present their pictures and describe their development towards the selected domain(s). Facilitate discussion about learning within each domain.
3. Discuss and record reflections shared by participants.

Source: adapted from *Tools for monitoring and evaluating children’s participation* (Save the Children – 2014).

Evaluation Activity 3- Speech bubbles

Objectives: To develop understanding about attitudes towards sensitive topics.

Time: 45 – 60 minutes

Materials: Large roll of white paper, markers, tape

Preparation: Think of an example of a challenging situation participants/adolescents might face. Try to be as realistic as possible with the examples.

Process:

1. Give an example of a challenging situation participants/adolescents might face.
2. In small groups or pairs, participants draw a comic strip of themselves (friends, family and/or peers) in the situation including several pictures with speech bubbles and thought bubbles. They should describe what each character is saying using the speech bubbles and what each character is thinking in the thought bubbles, trying to represent how they and others might really respond to the situation.
3. Optional: repeat the exercise with a different scenario.
4. Facilitate discussion about if/how learning in competencies (and associated knowledge, attitudes and skills) has helped to prepare them to handle these situations.
5. Participants can present/share their speech bubble cartoons and/or put around the room for all participants to see.

Source: adapted from *Tools for monitoring and evaluating children's participation* (Save the Children – 2014).

Evaluation Activity 4- Footsteps

Objectives: To identify the key steps taken by participants to achieve set goals.

Time: 45 – 60 minutes

Materials: flipchart paper, scissors, Post-it notes, pens and paper

Preparation: Cut some paper into the shape of footsteps. (Approximately 10–15 footsteps)

Process:

1. Participants discuss why they have been participating in the program and what is the main goal of the program in their perspective. In their own words, participants write the goal on a piece of paper and put it on the ground far away from the group.
2. Lay the footsteps on the floor, one at a time, towards the piece of paper describing the goal. Participants discuss what 'steps' they have taken as a group to reach that goal. Participants focus on the first step: how they became involved in the program, what did they do first, etc. Then they describe the first step, write it on a piece of paper and place it next to the first footprint.
3. This exercise is repeated until all the key stages of their involvement and action towards reaching the goal have been completed. Steps can include both what they have done and what they will do or need to do to reach the goal.
4. Participants can be encouraged to reflect and to discuss the following:
 - a. Which stages of the activity were hardest or easiest to do? Why?
 - b. Was participation inclusive to boys and girls, young and old adolescents, different ethnic/religious/cultural groups, socio-economic classes, etc.?
 - c. Was decision-making/problem-solving cooperative? Was it inclusive?

Source: adapted from *Tools for monitoring and evaluating children's participation* (Save the Children – 2014).

Evaluation Activity 5- Timeline of the Program

Objectives: To use the method of timeline to support participants to reflect on key learning during the course of the program.

Time: 45 minutes

Materials: Flipchart paper, tape and flipchart pens

Preparation: Connect two or three pieces of flipchart paper together. Draw a line across the center from one end to the other and explain that the line is a timeline. Mark on the beginning the point of time that the program began and mark on the end the present day.

Process:

1. Participants write words and/or pictures to describe key events related to the start of the program (at the section marking the start of the program).
2. Participants should then continue to write words and draw pictures to describe key events in the timeline of the program. Encourage participants to mark positive events as well as challenges they encountered during the program.
3. Facilitate discussion:
 - a. What have participants learned during the course of the program? What are some expected and unexpected lessons they learned? When did these happen?
 - b. What are the strengths and benefits of their participation in the program?
 - c. What are the weaknesses and challenges the program?
 - d. What are some of their ideas about the future – what ideas do they have for continuing activities in the future or starting up their own activities.

Source: adapted from *A Kit of Tools: For Participatory Research and Evaluation with Children, Young People, and Adults* (Save the Children Norway – 2008).

Evaluation Activity 6- Wall of Wonder

Objectives: To explore sequential events and history of youth organizations and/or participatory initiative.

Time: The *Wall of Wonder* is best built over time, and can be periodically updated. However, at minimum it may need at least 2-3 hours, especially if more creative forms of expression (for example, painting) are used.

Materials: long cloth or paper, color pencils, or paintings colors, brush, tapes, pins, etc., news cuttings, photos related to their organization/initiative, etc.

Preparation: Spread a long length of cloth (or flipchart paper) on the ground or the wall.

Process:

1. Encourage participants to list down the events that have had a significant impact (positive or negative) on the program. Events that have resulted in some kind of breakthrough for the program. These should include main events in the community/society that influenced conflict dynamics and the program.
2. Support them in collecting any relevant magazines, newspapers, photos containing information about the events that have had a significant impact on the program.
3. The participants divide the cloth/paper into parts; durations of time you want to document (for example, month/ year).
4. Record the significant events and analysis of the impact that they have had on the program on the cloth. Paste on relevant photos, newspaper articles. If relevant photos or newspaper cuttings are not available, participants can be encouraged to draw or paint in the events and their impact.
5. Facilitate discussion on the views of the participants concerning which events had a significant impact on the program. Why? And, How?

Source: *A Kit of Tools: For Participatory Research and Evaluation with Children, Young People, and Adults* (Save the Children Norway – 2008).

Appendix D: Sample Open-ended Evaluation Questions

Sample open-ended questions are provided to support users to generate questions for interviews, focus groups, questionnaires, surveys and/or other data collection tools.

Sample questions general

What are some of the most important issues that your community faces? What problems are caused by conflict? How do they affect adolescents/families? How do adolescents handle them?

What are some of the most important values, customs and norms in this community? How do they help the community? How do they harm it (as relevant)?

How did parents/families/the community react to the program? What do they say about it?

Does this program address issues that are relevant to adolescents/families/the community? How?

Sample questions on inputs and outputs

For adolescent participants:

- What parts of this program do you like best/least? Why?
- What are the most/least useful things you have learned in this program? Why? What things have you learned in this program that help you, your family, your community?
- Do you believe that what you learned in this program will be useful to you and other participants in your present or future lives? How?
- What kind of workshops or activities did the facilitator conduct during the program? Were there some activities that you really liked or found interesting?

For staff, parents and other stakeholders:

- What parts of this program do you think are the most/least effective/useful? Why?
- How does what the participants learn in the program help them in their lives? How does it help their families? Their communities? Their future?
- **To staff only:** Was the training you received useful? Is the support/materials you receive from your organization sufficient? How could these be improved?
- **To staff only:** What are your observations on how the program is being implemented? Have there been any challenges to implementation?

Sample questions to assess outcomes

General questions for any interviewee or focus group:

- How does the community solve problems? Resolve conflict? Has it changed?
- What mechanisms exist for resolving conflict/solving problems? Have any new methods for solving conflict developed?
- Do adolescent participants or alumni belong to any groups/organizations that promote peace or resolution of conflict? Have they started any?

For adolescent participants:

- What pressures/challenges do you face as a result of the conflict? How do you handle them?
- Has the program changed your behaviour? The behaviour of other participants? Of others in the community? Can you give examples?

For staff, parents and other stakeholders:

- What pressures/challenges do adolescents/your children/your family face as a result of the conflict? How do adolescents/your family/etc. handle them?
- Has the program changed the behavior of participants/your children/etc.? Of others? Can you give examples?
- Has there been any influence on you personally as a result of the program? Have interactions between family/community members changed? How is this related to the program?

Sample questions to assess impact

What has changed in the community during the past year? 3 years? Since the program began? What are the main issues that the community faces now? How have the issues changed?

In what way is the community different as a result of the program?

What are the most frequent types of violence in your community (or society)? Have they changed over the past year? During the last few years?

Are there some things that people do in your community that are harmful for the health or wellbeing of adolescents? What are they? How often do they occur? Why do they happen?

Sample questions to assess competency learning

General questions for any interviewee or focus group:

- Has there been any influence on you personally as a result of the program? Have interactions between family/community members changed? How is this related to the program?
- What types of knowledge/attitudes/skills are important for adolescents who want to have a positive impact on their community? Their family? Their own future?

For adolescent participants:

- What knowledge/skills did you gain during this program? Did you learn any new ideas?
- How has the course changed your beliefs and attitudes? How has it changed the beliefs and attitudes of other participants? Can you give examples?
- Has the program changed your thinking about the conflict/situation your? How? Has your thinking about other people (from diverse groups; conflict parties) changed? How?

For staff, parents and other stakeholders:

- Has the program changed how adolescents/participants/your children/etc. think about the conflict/situation? Has their thinking about people from diverse groups/conflict parties changed? How?
- Have you seen any changes in (the beliefs/attitudes of) the participants/your children/etc. that you see are as a result of the program? Can you give examples? What do you think caused these changes? Are changes related to some particular parts of the program?
- Do the participants/your children/etc. discuss their experiences from program with you? What do they find good or bad about it? What knowledge/ideas have they shared? Do they have new skills?

ⁱ Conflict Sensitivity and Peacebuilding in UNICEF, Technical Note, June 2012.

ii

Age classifications used within UNICEF
Adolescents - defined by UNICEF as human beings between the ages of 10 and 19 Children - “human beings up to age 18” as defined by the Convention on the Rights of the Child. Youth - generally considered as human beings age 15-24 within UNICEF; though, this term sometimes extends to higher age ranges as other agencies and UN member states have different age classifications for youth. Young people - people ages 10-24 as defined by the United Nations.

ⁱⁱⁱ Reilly, Elena. (2012). Peacebuilding knowledge, attitudes and skills: desk review and recommendations. Unpublished document commissioned by ADAP.

^{iv} Le Billon, Philippe. (2000). The Political Economy of War: What Relief Agencies Need to Know. Humanitarian Practice Network.

^v As described in Conflict Sensitivity and Peacebuilding in UNICEF, Technical Note, June 2012. And UNICEF Conflict Sensitivity and Peacebuilding Programming Guide (First Draft).

^{vi} More information about UNICEF’s innovation principles available in *Innovation at UNICEF – from Start-up to Scale-up*, available at <http://www.unicefstories.org/about/reportsandbrochures/>

^{vii} Terms and definitions drawn from Programme Policy and Procedure Manual, Programme Operations, UNICEF, revised February 2007. And UNICEF Conflict Sensitivity and Peacebuilding Programming Guide (First Draft).

^{viii} The Adolescent Kit for Expression and Innovation is available for download at <http://adolescentkit.org>

^{ix} Engaging Adolescents in Conflict Analysis is available for download at <http://learningforpeace.unicef.org>

^x Innovation Labs: A Do-It-Yourself Guide is available for download at http://www.unicef.org/videoaudio/PDFs/Innovation_Labs_A_Do-It-Yourself_Guide.pdf

^{xi} adapted from Adolescents: An Age of Opportunity, The State of the World’s Children 2011, UNICEF.

^{xii} As noted in the 10 year strategic review of the “Machel study” (2009, co-convened by UNICEF)

^{xiii} adapted from Adolescents: An Age of Opportunity, op. cit.

^{xiv} UNICEF Conflict Sensitivity and Peacebuilding Programming Guide (First Draft).

^{xv} For more about the nature of conflict, violence and peace see theories of Johan Galtung, the Sevilla Statement on Violence and/or Learning to Abolish War: Teaching Toward a Culture of Peace.

^{xvi} Theories pertaining to direct violence and indirect violence, terms first coined by Johan Galtung, underpin much of modern theory in conflict studies.

^{xvii} Table adapted from the typology of violence presented in *Peace Education: a pathway to a culture of peace*, Center for Peace Education, Miriam College, 2010. Original version by Toh Swee-Hinn and Virginia Cawagas.

^{xxiii} Conflict Sensitivity and Peacebuilding in UNICEF, *op. cit.*

^{xix} Early adolescents and late adolescents noted respectively as age 10-14 and age 15-19 in *The State of the World's Children 2011: Adolescence- an Age of Opportunity*, UNICEF, p. 6. The subgroup of adolescents that are also children within UNICEF's mandate being ages 10 – 17, younger adolescents are referred to in this toolkit as age 10-14, older adolescents as age 15 - 17.

^{xx} UNICEF, Conflict Sensitivity and Peacebuilding, Technical Note, 2012, p. 17.

^{xxi} Information on Theories of Change adapted from UNICEF, Conflict Sensitivity and Peacebuilding Technical Note, 2012, p. 37-38.

^{xxii} If a conflict analysis has not yet been conducted or unable to be accessed, users are recommended to use the following supplementary resources to support them to conduct a conflict analysis: UNICEF Conflict Analysis Guide, and/or Engaging Adolescents in Conflict Analysis.

^{xxiii} Note that **Worksheet 4B** separates development/humanitarian outcomes and impacts from peacebuilding outcomes and impacts. It is important to be clear about how peacebuilding outcomes/impacts are unique while noting how they are inter-related with and supportive to the achievement of development/ humanitarian outcomes and impacts.

^{xxiv} Examples drawn from *Emerging Practices in Design, Monitoring and Evaluation for Education for Peacebuilding Programming*, Search for Common Ground, October 2015.

^{xxv} Dozois, E., Langlois M., and Blanchet-Cohen, N., *DE 201: A practitioner's guide to developmental evaluation*, J.W. McConnell Foundation and the International Institute for Child Rights and Development, 2010. And Jamie A.A. Gamble, *A Developmental Evaluation Primer*, The J.W. McConnell Family Foundation, 2008.

^{xxvi} Table adapted from Jamie A.A. Gamble, *A Developmental Evaluation Primer*, The J.W. McConnell Family Foundation, 2008.

^{xxvii} Ibid.

^{xxviii} This is a key point where developmental evaluation differs from traditional evaluation. Traditional evaluation approaches tend to have fixed indicators and do not include regular processes for redefining and testing new indicators regularly during program implementation.

^{xxix} As stated in Church and Rogers, *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*, Search for Common Ground, 2006, p. 2.

^{xxx} All indicator samples were developed directly from **Appendix A**.

^{xxxi} A recommended resource for developing questionnaires is *Monitoring and Evaluating Life Skills for Youth Development* by the Jacobs Foundation (page 14 – 23)

^{xxxii} adapted from Jamie A.A. Gamble, *A Developmental Evaluation Primer*, The J.W. McConnell Family Foundation, 2008.