

FINAL EVALUATION REPORT

Final evaluation of the 'Alternatives to Violence:
Strengthening Youth-Led Peacebuilding in the Central
African Republic' project

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Glossary

AAHC	Association pour l'Action Humanitaire en Centrafrique
ANEA	Agence Nationale de l'Eau et de l'Assainissement, or National Water Supply and Sanitation
CAR	Central African Republic
CR	Conciliation Resources
DDR	Disarmament, Demobilization and Reintegration
IOM	International Organisation for Migration
FHAP	Femme Homme Action Plus
M&E	Monitoring and Evaluation
MINUSCA	United Nations Multidimensional Integrated Stabilization Mission
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
ToC	Theory of Change
UNPBF	United Nations Peacebuilding Fund
UNSCR	United Nations Security Council Resolution
WC	War Child
WCUK	War Child UK

Introduction and project overview

This executive summary provides an overview of the ‘Alternatives to Violence: Strengthening Youth-Led Peacebuilding in the Central African Republic’ project, and the main findings and recommendations of the final project evaluation. The project was supported by the United Nations Peacebuilding Fund (UNPBF) and implemented by War Child UK (WCUK), Conciliation Resources (CR) and two local implementing partners in-country, namely Femme Homme Action Plus (FHAP) and l’ Association pour l’Action Humanitaire en Centrafrique (AAHC).

The project was implemented over a period of 21 months in Paoua and Bossangoa in the northwest of the Central African Republic (CAR). Its objective was to improve the wellbeing of young people, increase social cohesion, and strengthen youth participation in peacebuilding and policymaking. Key activities included: psychosocial support and life skills training (using War Child’s DEALS curriculum); livelihoods training and economic empowerment support; conflict analysis, action planning and community outreach; and VoiceMore¹ advocacy training and engagement with decision-makers. The project’s intended outcomes were: (i) relationships across conflict divisions, and economic opportunities at community level, are strengthened, and (ii) peace processes are informed by and responsive to the needs and perspectives of young people.

Methodology and approach

The external evaluation was conducted by a team of two consultants, one based in the Netherlands and the other based in Bangui (CAR). Data collection was done with 67 participants, including 40 young people – of which 20 participated in evaluation workshops held in Paoua and Bossangoa, and 20 participated in a peer-to-peer evaluation exercise built on the Most Significant Change method. The overall approach of the evaluation was a combination of contribution analysis and outcome harvesting.

The consultancy team focused on four key areas of evaluation, namely: (i) the project’s contribution to improved wellbeing of young people, (ii) contributions of economic activities and livelihood activities to peacebuilding, (iii) the projects’ contribution to meaningful youth participation in peacebuilding, and (iv) how elements of the project interacted to contribute to project outcomes.

Evaluation findings are summarised in line with OECD/DAC criteria² below.

Relevance

The context in which the project was implemented is volatile, meaning that conflict is ongoing, the state of peace is uneasy and young people continue to be recruited by armed groups. The project and its activities were relevant in that they included young people associated with armed groups and other vulnerable young people in geographical areas that remain

¹ The VoiceMore programme consists of spokesperson training, advocacy training, and support to research plan and conduct advocacy on issues important to them. See www.warchild.org.uk/what-we-do/advocacy/what-is-voicemore

² Available at: www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

marginalised in peace interventions. The livelihoods component in particular was relevant to young people moving through life phases and seeking increased independence from caregivers.

The project was well timed in that it provided an opportunity for young people to participate and add value to peacebuilding processes happening at community and national levels. It contributed to severing the vicious cycle of violence, which has been perpetuated by a lack of understanding and dialogue. The project's contributions were relevant to UNSCRs 2250³ and 2419⁴ on youth, peace and security: for example, the listening exercises and publications distributed to external stakeholders, national authorities and policymakers contributed to the wider sector's understanding of the reasons why young people join armed groups and how they experience reintegration into their communities.

Implementation of the project was adapted to the constraints imposed by COVID-19 and related measures. For example, rather than conducting group activities as part of community outreach, young people were first trained in recognising COVID-19 and how to prevent the spread of the virus; they then engaged community members by going door-to-door. With the support of CR, young people analysed the potential consequences of COVID-19 on conflict dynamics and developed an action plan to prevent conflict in their communities.

Effectiveness

The project was particularly effective in supporting youth empowerment and youth participation in peacebuilding and advocacy. The consultants also found evidence of contributions to improved wellbeing of young people and increased social cohesion. For example, young people who received DEALS training and conflict analysis training shared their skills with other young people in peer-to-peer trainings, undertook community outreach efforts, and mediated conflicts themselves with support from partners. The project created an enabling environment in which young people could engage in dialogue, create action plans and share their views with community decision-makers, authorities and policymakers.

The project's participants included 300 young people associated with armed groups and 300 other vulnerable young people. Mixing these two groups – who would otherwise not necessarily mix – provided opportunities for young people to engage in discussion and dialogue, increasing their sense of belonging and contributing to peacebuilding and enhanced wellbeing.

However, the effectiveness of the livelihoods component in particular was limited, due to delays, budget constraints and adaptations in design. Young people became frustrated and annoyed as a result of these changes: eight of 14 evaluation workshops participants who had received entrepreneurial training said they were dissatisfied with the livelihoods component's outcomes. Young people spoke of disagreements among young people working in groups, leading them to split up and sell resources provided by WCUK. Young people also felt that follow-up by WCUK, which was aimed at monitoring whether the trainings had happened, should instead have focused on guiding young people towards growing their business, understanding group dynamics and how to mitigate challenges.

³ UNSCR 2250 was adopted on 9 December 2015, available at: [unscr.com/en/resolutions/doc/2250](https://www.un.org/en/resolutions/doc/2250)

⁴ UNSCR 2419 was adopted on 6 June 2018, available at: [unscr.com/en/resolutions/doc/2419](https://www.un.org/en/resolutions/doc/2419)

By contrast, there were many examples of positive outcomes related to advocacy on the (sub-)prefectural level, including successful advocacy by young people with the national water association, ANEA, who built more water points to avoid conflict around them; with Oxfam, with whom young people advocated to fix broken latrines; with the International Organisation for Migration (IOM), to build local shelters so that vulnerable people have a safe space to go; and with MINUSCA, to increase security and patrol during weekly markets where conflict often occurred.

Action planning by young people, which included community dialogues for peacebuilding, contributed to increased social cohesion and led to improved relations between authorities at the (sub-)prefectural levels and young people. Authorities and policymakers showed increased acceptance of issues relevant to young people, and community members showed changed behaviours such as allowing young people to speak and listening to them. However, young people reported that they would have liked increased support from partners in the implementation of community dialogues.

Efficiency

A key source of efficiency was the complementarity of consortium partners, who each brought their own expertise to the project. WCUK brought their expertise in livelihoods and psychosocial wellbeing, and CR brought their expertise in advocacy and peacebuilding. WCUK and CR sought to complement each other throughout the project's implementation by participating in each other's trainings and sharing their specific expertise in the design and implementation of the trainings.

The implementation of some activities was delayed due to initial miscommunication between WCUK offices and CR. Such communication challenges and delays are not uncommon, especially considering that this was the first time that WCUK and CR had partnered in a consortium. However, the livelihoods component suffered more serious delays due to the need to re-do the process of selecting participants, and the late completion of the market study. Changes to the design of the livelihoods component were made after it became clear the budget was too limited and planned activities had not been implemented.

A mid-term review workshop held in October 2019 offered the opportunity for consortium and implementing partners to discuss and mitigate challenges experienced up until then. An outcome of the workshop was an increased sense of ownership and increased understanding of the project's intended outcomes.

Sustainability

Several of the project's outcomes are likely to be sustainable over the long term, namely: improved skills and behaviours that young people have internalised through the DEALS, conflict analysis and peacebuilding trainings; the changed views of authorities and decision-makers, who now see the potential of young people and their added value; and improvements in intergenerational relations, such as relations between community decision-makers and young people. These skills and relationships are unlikely to disappear because the funding cycle has come to an end. Sustainability of the project's outcomes is likely to be further enhanced by other

projects/programmes currently being implemented, which aim to build on the strengths of young people by creating an overlap of participants.

An enabling environment for meaningful youth participation has been created, in which peers, community members and authorities at different levels listen and take young people's opinions and messages of peace seriously, and this seems likely to endure. At national advocacy workshops attended by authorities from ministries in Bangui, young people were able to advocate for changes including to the national Disarmament, Demobilization and Reintegration (DDR) process. However, at the time of writing, long-term outcomes from national advocacy remain unclear.

However, though consortium and implementing partners contributed to an enabling environment for youth participation in peacebuilding through training and support for young people to develop action plans and facilitate community outreach, young people argued that more support would have been helpful and that they did not feel ready to lead the whole process of community dialogues themselves. Hence, while the project contributed positively to youth leadership, it did not reach a level where young people felt they were no longer dependent on external support.

The wider and longer-term peacebuilding contributions of the project are inherently difficult to measure because of the complexities involved in causal attribution. However, because activities were implemented in small communities and had a distinct message, there is some evidence of outcomes that have 'trickled down'. For example, young people reported that they had engaged with peers in their communities about how to recognise and solve conflict. They pointed out that their peers now actively contribute to peacebuilding by advocating with and engaging conflicting parties in dialogue.

Conclusions and recommendations

Contributions to the wellbeing of young people were made through trainings that enhanced youth empowerment and increased young people's skills, enabling them to: engage and share knowledge with peers and community members; mitigate and mediate conflict through dialogue; and participate effectively in advocacy with community decision-makers and authorities.

Community dialogues and mixed trainings allowed for dialogue and discussion among community members and young people, which increased understanding and provided an opportunity to mitigate conflict. Young people reported that there was more social cohesion in communities, authorities and community members were more inclined to listen to them, and that young people who previously felt left out have regained a feeling of dignity and belonging, either through commerce or as young leaders for peace.

Contributions of the livelihoods component to peacebuilding were limited by delays and miscommunication between WC offices and young people, which led to feelings of frustration and annoyance among young people. The livelihoods component was relevant to young people in Paoua and Bossangoa and conceptually had a place in the project. However, its contribution could have been enhanced with more efficient planning and implementation, and sufficient

budget allocated to support its implementation. Consortium partners may also have considered adapting the livelihoods component to include fewer participants.

Contributions to youth participation in peacebuilding and policymaking included increased skills, a sense of empowerment, improved understanding of peace and conflict, and strengthened relationships between young people and authorities and policymakers that are likely to outlast the project. Young people were supported towards becoming young leaders, however, they indicated that support and facilitation was still required from consortium and implementing partners. Finally, consortium field staff suggest that the project could have been more gender responsive by actively encouraging the participation of young women. Future and more longer-term programming would also benefit from including a religious lens to address conflict divides between the (predominantly Christian) population of Bossangoa and displaced Muslim communities.

Recommendations for strengthening programme design, implementation and outcomes:

- WCUK, WCUK Bangui and WCUK field offices consult with each other and agree strategies to mitigate challenges related to communication.
- Engage all relevant staff and stakeholders in the project design phase, to incorporate their expertise and experience, and to anticipate potential challenges. Refrain from wanting to do too much and to include too many components in a project. Keep the project framework simple and realistic, and ensure the budget is sufficient for the effective and full implementation of all project components.
- Explore the assumptions of young people around peacebuilding and their participation, and take them into account as part of the project design – including plans to mitigate these assumptions where they may limit the project's outcomes.
- Continue to seek the engagement and participation of young people who have already received training as part of this project. Going forward, consider how partners can enhance youth leadership skills and support young people who are motivated to lead.
- Think about how consortium partners might move towards a youth-led programme, while remaining conscious of the challenges involved in navigating the different perspectives, objectives and capacities of partners, donors and young people.

Recommendations for organisational learning include:

- Take time to reflect on and engage with the evaluation findings, as individual staff, and within teams, organisations, and as a consortium. In particular, consider and learn from inconsistencies between intended and actual outcomes, as shown in this evaluation report, and consider how they might be avoided.
- Consider organising a workshop with consortium and implementing partners that will allow for discussion and dialogue, based on learnings from this evaluation and to increase shared understandings of concepts and goals.

- Brainstorm key concepts such as wellbeing, youth participation and peacebuilding, and explore what they might mean in practice. Check and validate assumptions by including young people and other relevant stakeholders in the process.

Chapter 1: Introduction to the evaluation

STRUCTURE OF THE REPORT

Chapter 1 provides an overview of the 'Alternatives to Violence: Strengthening Youth-Led Peacebuilding in the Central African Republic' project and the evaluation framework. This includes the consultancy team's understanding of the project, the context in which the project was implemented, the objectives, methodology and limitations of the evaluation, ethical considerations, and measures undertaken to ensure the quality of data collection and the evaluation.

Chapter 2 considers the project's expected outcomes and factors that have contributed to these. Chapter 3 outlines conclusions and recommendations. An executive summary provides an overview of the main findings, analyses, conclusions and recommendations. A summary of lessons learnt is designed to be shared with young people and external stakeholders, or whoever WCUK and CR would like to share it with, to increase downward accountability.

OVERVIEW OF THE PROJECT

The project was designed by War Child UK (WCUK), who were the consortium lead, and Conciliation Resources (CR). Both consortium partners are based in London, and WC has an office in Bangui, the capital of the CAR, as well as field offices in Paoua and Bossangoa. The project was implemented in collaboration with two local partners: Femme Homme Action Plus (FHAP) based in Paoua and l'Association pour l'Action Humanitaire en Centrafrique (AAHC) based in Bossangoa. Both were supported by WCUK and CR. Consortium partners brought specific expertise, in particular their expertise in livelihoods and psychosocial wellbeing of young people (WCUK), and peacebuilding and advocacy (CR). Funding was provided by the United Nations Peacebuilding Fund (UNPBF).

The project was implemented in two contexts in the northwest of the Central African Republic (CAR), Paoua sub-prefecture and Bossangoa sub-prefecture, and specifically five communes in each sub-prefecture. The objective of the project was to contribute to increased social cohesion, improved wellbeing of young people, and greater youth participation in peacebuilding and policymaking at local, prefectural and national levels. The project had two intended long-term outcomes: (i) relationships across conflict divisions, and economic opportunities at community level, are strengthened, and (ii) peace processes are informed by and responsive to the needs and perspectives of young people. The project aimed to reach these outcomes and objective by building on assumptions included in the project's Theory of Change (ToC), through activities in four key components: (i) psychosocial support and life skills training, (ii) livelihoods training and economic empowerment support, (iii) social cohesion and community-level peacebuilding, and (iv) advocacy training and engagement with decision-makers. See Annex 1 for a diagram of the ToC.

The project built on existing efforts by other UN agencies working in the country as well as United Nations Security Council Resolutions (UNSCR) 2250 and 2419, which recognise the positive roles young women and men can have in peacebuilding efforts. Its intended

contribution to this agenda is the inclusion of youth in peacebuilding efforts, and specifically youth living in remote areas that are not otherwise included in peacebuilding efforts.

In total, the project reached 600 beneficiaries directly, of which half (300) were young people associated with armed groups, and half (300) were other vulnerable youth. From this total, 40 young people were selected to become young peacebuilding leaders (referred to in this report as young leaders) – 20 in each of the two sub-prefectures. A different group of 40 young people (20 in each project location) participated in the VoiceMore youth advocacy programme. For the livelihoods component, 300 young people, comprised of 60 groups of five, participated in either vocational training or entrepreneurship training. All 600 young people participated in the DEALS life skills trainings.

The project kicked off on 21-23 January 2019 with a workshop in Bangui attended by WCUK, CR, AAHC, and FHAP as well as representatives of UNPBF. The official launch of the project in Bossangoa was held on 23 April 2019. Initially, the project was planned to last 18 months. However, a no-cost extension allowed the project to extend until the end of September 2020, resulting in an implementation period of 21 months.

CONTEXT OF IMPLEMENTATION

The context in which the project was implemented is complex and suffers from insecurity, fragility, weak presence of state actors, and ongoing conflict. Young people are still being recruited by armed groups, while others are returning from armed groups back into communities. The COVID-19 pandemic had also begun to affect the region in the last few months of the project's implementation phase.

The military-political crisis that began in 2012 has had a negative social, political and security impact across the CAR, with the towns of Bossangoa and Paoua hit hard by the events. Despite the real impact of the armed conflict on young people and children, attempts to bring peace have not systematically included young people – particularly those living in remote conflict-affected areas of the country. Government-led peace processes, including the implementation of the 2019 peace agreement, have been weakened by a top-down approach with limited participation of conflict-affected communities.

OBJECTIVES OF THE EVALUATION

The first objective of the evaluation is to ensure accountability to the donor. Its second objective is to provide a learning opportunity for WCUK, CR, FHAP, AAHC and other stakeholders who may be interested to learn from it. The evaluation seeks to identify and explain which factors contributed to the project's (un)intended outcomes and why, as well as how they influenced each other.

The evaluation seeks to answer four questions that pertain to domains of change, including in wellbeing, livelihoods and peacebuilding. These questions are:

- (i) To what extent did psychosocial support, livelihoods, and peacebuilding activities contribute to improved wellbeing of participants?

- (ii) To what extent did livelihoods programming and economic activities contribute to peacebuilding outcomes?
- (iii) To what extent did the project contribute to meaningful youth participation in peacebuilding?
- (iv) How has each element of the project design (psychosocial support, livelihoods, and peacebuilding activities) interacted to contribute to the project outcomes?

METHODOLOGY AND APPROACH

The evaluation was conducted by a team of two consultants, one based in the Netherlands and the other based in Bangui. An online inception meeting was held with WCUK London, WCUK Bangui and CR on 18 September 2020 to discuss the draft inception report. Desk study informed initial understanding of the project, including expected outcomes and the ToC (see Annex 1). The two expected outcomes provided a framework for the evaluation and for the consultancy team to structure their interactions around.

To create the best possible evaluation outcomes and richest insights, the consultancy team combined evaluation methodologies, namely contribution analysis and outcome harvesting. Outcome harvesting allowed the consultancy team to identify the project's outcomes, including unintended ones, by answering the questions: 'what happened?', 'how did it happen?', 'when did it happen' and 'who made it happen?'. Contribution analysis allowed the consultants to dig deeper into contributing factors and gain a deeper understanding of why and how these factors contributed to change, in a context and time-specific way.

Data was collected through semi-structured interviews (some online) with relevant WCUK, CR, FHAP and AAHC staff members, and evaluation workshops with young people from all 10 communes in Paoua and Bossangoa. The evaluation workshops combined two methods: peer-to-peer evaluation and most significant change. These methods allowed for external and indirect beneficiaries to be included in the evaluation and to share their insights and thoughts. An overview of participants per evaluation method can be found in Annex 2.

Preliminary findings were shared with the WCUK and CR teams on 20 October 2020 and a learning and reflection workshop will be planned for after the final evaluation report has been submitted. Objectives for the learning and reflection workshop are to share insights and understanding of evaluation findings, and to explore how findings and conclusions may impact the organisations' work and plans for future actions.

LIMITATIONS OF THE EVALUATION

There were certain limitations that influenced data collection and evaluation. These were:

- While the young people who took part in the evaluation workshops had all participated in a range of project activities, the workshops did not include any participants from activities such as mechanics and woodworking. The reason given was that they were participating in trainings at the time of the workshops. As a result, outcomes relating to these activities may not be reflected in the evaluation.

- The evaluation methodologies were qualitative, which means that the findings are largely based on anecdotal evidence. The consultants trust the views of young people and other stakeholders and do not have reason to question their contributions. However, because quantitative data collection was not done, it is impossible to know and to evaluate to what extent, for example, skill development among young people was achieved. This is why, for example, the consultants were less able to identify the extent to which young people's livelihoods skills had increased.
- The consultancy team was unable to engage with decision-makers from the inter-ministerial body responsible for Disarmament, Demobilisation, Reintegration (DDR) and the Ministry of Humanitarian Action and National Reconciliation in Bangui, because the timeframe for data collection had ended before they were available.
- Workshops were held in Bossangoa and Paoua towns with young people from the surrounding communes. However, security issues and poor road conditions prohibited the consultants from travelling to communes to verify findings and data shared by workshop participants. Instead, the consultancy team verified findings in discussion with authorities and by comparing findings between Bossangoa and Paoua. The consultancy team also expects that travel to villages would have enabled them to collect a wider range of more diverse stories, adding to the quality of data.
- International and national travel was restricted due to COVID-19. If it had not been for COVID-19, the consultancy team might have been able to employ different or additional methods and included more participants for evaluation purposes.
- Some activities, such as vocational trainings, were still ongoing at the time of data collection. Hence, long-term outcomes were not measurable, though some short-term outcomes and results were identified and are presented in the report.

ETHICAL CONSIDERATIONS

The consultancy team adheres to the UNEG ethical guidelines and EU privacy laws, hence, the identities of sources are protected at all times. Quotes or references in the report are included to highlight specific insights, and have been anonymised. WCUK's Code of Conduct and their Child Safeguarding Policy were shared with the consultancy team and signed by both consultants.

QUALITY ASSURANCE

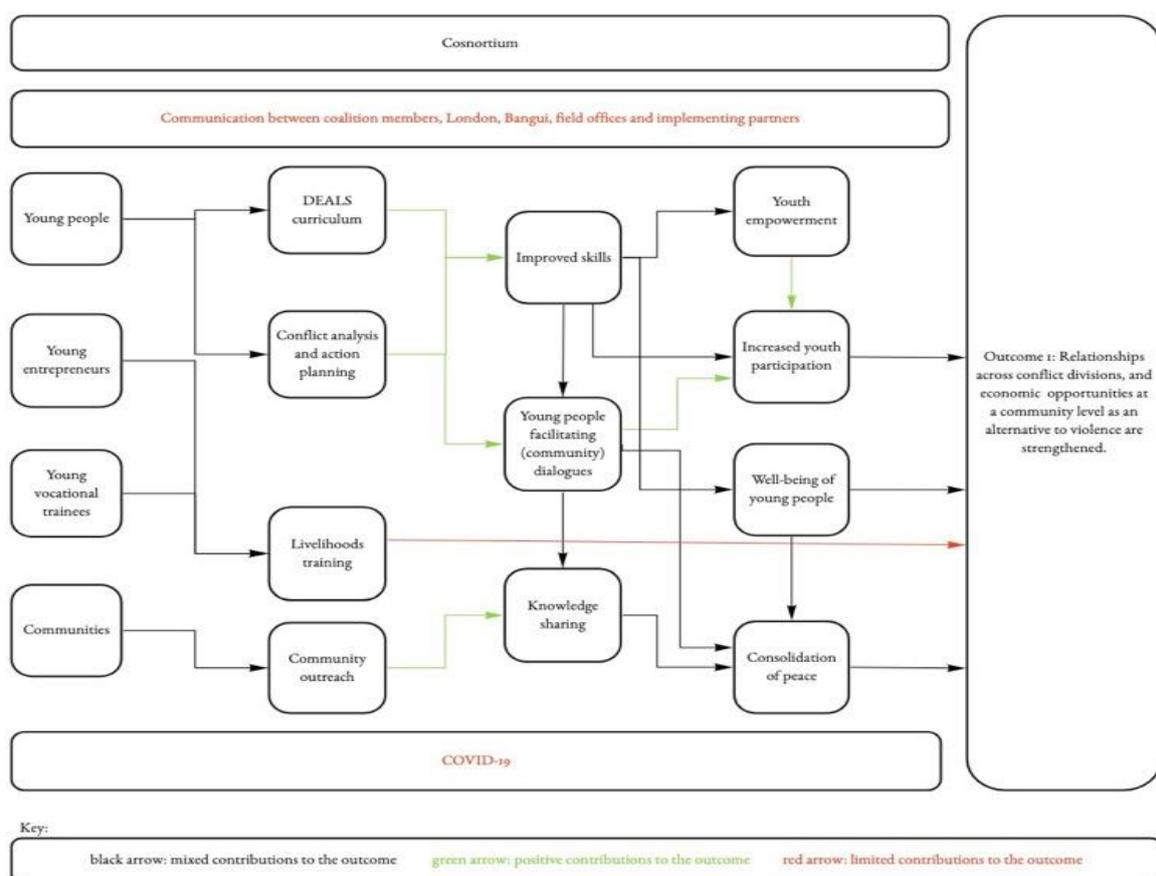
The members of the consultancy team remained in close contact with each other and with WCUK throughout the evaluation. WCUK and CR input was welcomed at all stages of the evaluation process and, where needed, meetings were held to discuss progress or issues.

Because one of the objectives of the evaluation is to create a learning opportunity for WCUK, CR and partners, a short survey on learning styles was shared with relevant prospective users of the report. The survey found a range of learning styles represented: some individuals are experimenters who prefer to learn by doing, whilst others are conceptualisers who prefer to think more theoretically (learning styles are summarized in Annex 3). This allowed the consultancy team to develop the report to best suit individual and organisational learning styles.

Chapter 2: Findings and analyses

This chapter considers to what extent the project achieved its intended outcomes, and analyses the contributions made by different factors and elements of the project to the actual outcomes. Each sub-section examines one of the two planned outcomes, and begins with a diagram that illustrates the relationships between key elements of the project, and how different elements interacted and contributed to the relevant outcome. Where an element made a positive contribution to the outcome, this is shown by a green line; limited contributions are shown in red; and mixed contributions in black. This is followed by a number of contribution stories that explore how particular factors and project components contributed to outcomes, in both positive and negative ways.

OUTCOME 1 - RELATIONSHIPS ACROSS CONFLICT DIVISIONS, AND ECONOMIC OPPORTUNITIES AT A COMMUNITY LEVEL AS AN ALTERNATIVE TO VIOLENCE ARE STRENGTHENED



The consortium contributed positively to the outcome

This project was the first time WCUK and CR had worked together in a consortium. A monitoring and evaluation (M&E) workshop held in April 2019 allowed both partners to reflect on findings from the baseline report and revise the ToC. Partners reported that the workshop contributed to a shared understanding of the project and its objectives.

Each partner appreciated the expertise brought by the other partner, which was seen as an added value: WCUK's expertise in livelihoods and psychosocial wellbeing, and CR's in advocacy and peacebuilding. Consortium partners did not work in silos, but rather sought to complement each other in the project's implementation by participating in each other's trainings and sharing their specific expertise in the design and implementation of the trainings.

As in many first-time relationships, the consortium sometimes struggled with communication, particularly at the beginning of the project, and this affected the coordination of activities. Following these difficulties, WCUK and CR put in place measures that led to improvements in the months following the start of the project, such as monthly calls between WCUK and CR, communication around key activities, participation in each other's activities, and co-design and co-facilitation of the mid-term review. A mid-term review took place in October 2019 in Bossangoa, which was approached by all partners, including implementing partners, as a point for reflection and for generating a shared understanding of the project, its planned outcomes and achievements to date. The mid-term review created buy-in and an increased sense of ownership among partners.

Young people showed improved skills through training

We have suggested to the Director of our school that he introduces DEALS trainings after school hours. There are many petty crimes in our school and so we think DEALS could help improve social cohesion and decrease conflict in our school.

- Young person, Bossangoa

The project offered various types of trainings to young people, including: livelihoods training (entrepreneurial and vocational), VoiceMore trainings, advocacy trainings, life skills trainings using the DEALS curriculum, and conflict analysis training and action planning.

Some of the later training was adapted based on experiences earlier in the programme. For example, the conflict analysis training was adjusted for young

people in Paoua after the experience of training young people in Bossangoa showed that literacy levels were lower than expected. In Paoua, the training was also changed to include two sessions instead of one, as this would allow more time for young people to engage in discussions about their needs and priorities with the community and authorities. Such adaptiveness shows agility on the part of CR, who was the lead consortium partner for this training.

The DEALS training and conflict analysis training were complementary in that both trainings focused on young people's emotional understanding, growth and management. These were also the trainings young people said they enjoyed and learned from the most, and said they would prioritise in a future programme. A noteworthy success of the DEALS and conflict analysis trainings were that they mixed young people associated with armed groups and those who are/were not. This generated an opportunity for young people with different life experiences to engage in dialogue with the other, and thus facilitated an understanding of others' situations and realities. The trainings created an opportunity for personal growth and empowerment of these young people, regardless of their past experiences or current realities, and contributed to peacebuilding outcomes by creating a space for dialogue.

Root causes of conflict were addressed through the conflict analysis training and action plan development. Young people gained an understanding of why conflict arose and how conflict manifested itself in society, communities and public spaces, such as the market space. At the end of the training, young people were able to identify and analyse conflicts in their communities. Based on their understanding of causes of conflict, young people developed action plans which they went on to implement at community level.

A personal story of change was narrated by a young man in Paoua. He said:

When I was a child, I lost my father and it was my mother who raised me. I went to school and if there were no classes, I helped my mum in the field and doing domestic work. When conflict came, I decided to join the armed group to defend my town. I stole people's property.

I did not eat well, and I lived in sub-standard conditions. Life was hard. I decided I could not continue to live this kind of life. So, I decided to leave the armed group to run away in order to escape reprisals for deserters. And when tensions eased, I decided to return to my commune, shortly after this project had started there.

I participated in several trainings, such as inter-community dialogue, conflict management, training on income-generating activities and many more. After these trainings, I decided to break with all my bad practices. I reintegrated into the community. I started my income-generating activity which allows me to meet my needs. I also went back to school. I was reconciled with my mother. In short, the project has made me a better person who thinks about his future.

Community outreach contributed to increased dialogue, understanding and wellbeing of young people

Young people who received DEALS and conflict analysis training applied their skills in peer-to-peer trainings with other young people, in community outreach efforts aimed at sharing their knowledge with community members, and by mediating conflicts themselves. In this, they were supported by implementing partners and by 'animators' who worked with implementing partners in communities. Tools used during community outreach were interactive and participatory, and included dancing, theatre and music. Radio spots were also developed and aired on the local radio. These radio spots contained messages for change and encouraged behaviours that would allow for increased peace and non-violent action.

Because of COVID-19 and related measures, community outreach to large groups of community members was not possible. After receiving training in how to recognise and prevent the spread of COVID-19, young people decided to carry out their efforts door to door or in smaller groups of up to 15 participants. Despite these constraints, community outreach contributed to increased social cohesion by creating an environment in which community members could share their views and engage in dialogue, which helped to increase understanding of each other's realities and backgrounds. Increased social cohesion in turn contributed to improved wellbeing of young people, who felt empowered to participate in peacebuilding and an enhanced sense of belonging.

Community outreaches have enabled young people and community members to restore confidence in the different social layers through awareness campaigns organised by the young leaders and the football match organised by the animators. It brought together the ex-combatants and other layers of the population.

- Young man, Bossangoa

Forty young leaders – 20 in Paoua and 20 in Bossangoa – received training in peacebuilding methods. These young leaders were then tasked with returning to their respective communes and to train a further 20 young people to become leaders for peace in their communities. However, due to a lack of time, the high number of villages in some communes, and distances between villages, young leaders said they did not manage to

reach young people in all villages. Young leaders said that the project timeframe should have been longer to enable them to undertake all their planned outreach activities.

CR and implementing partners had regular meetings and follow-up activities with young leaders after training. Young leaders emphasised the importance of accompaniment and support in doing community outreach. When they organised awareness sessions, they often found that some people did not take them seriously, whereas when one of the partners was present, the number of participants increased considerably, and the presence of partners increased the young leaders' legitimacy. They felt it was too soon to let young people lead the whole process of community dialogues themselves. Overall, however, young leaders agreed that an outcome of the trainings and outreach process has been improved relations with authorities and decision-makers, because it provided an opportunity for young people to engage in dialogue with authorities and to be heard.

The wider peacebuilding contributions of this component are inherently difficult to measure because of the complexities involved in causal attribution. However, because activities were implemented in small communities and had a distinct message, there is some evidence that outcomes had 'trickled down'. For example, young people reported that they had reached out to peers in their communities about how to recognise and solve conflict. They pointed out that their peers now actively contributed to peacebuilding by advocating with and engaging conflicting parties in dialogue. Another example is shown below.

In the commune of Soumbé located in the sub-prefecture of Bossangoa, a community dialogue was organised where all young leaders from other communes met to discuss strategies for social cohesion. Once they arrived in the commune, the majority of the young people of Soumbé said they did not like the behavior of the chief of the village Zéré and wanted to change it. The young leaders were informed of this problem and took advantage of the situation to organise a community dialogue in the village. Finally, the village chief's child and other young people understood their flaws and now live together in peace and harmony. As a result of this positive action by young people, the Mayor of Zéré has set up awareness campaigns at market level every Thursday of the week.

- Testimonies of two young people from the commune of Soumbé, Bossangoa

Contributions of the livelihoods components were limited

The livelihoods component of the project was relevant to young people in that increased socio-economic wellbeing may contribute to long-term outcomes such as reintegration and social cohesion through interaction in community spaces like the market. It also reinforces other components of the project: for example, trainings that support vocational training or entrepreneurship can create spaces where young people from different backgrounds may come together and engage in dialogue, thus supporting peacebuilding efforts.

Vocational training and entrepreneurship can support young people's personal growth by enabling them to more fully participate in society. This is in line with the discourse on life stage development, in which coming of age should be accompanied with increased socio-economic wellbeing and increased independence from caregivers. There is some evidence that the livelihoods component made positive contributions to individuals' sense of dignity and belonging, as shown in the quotes below:

Before the project, I was in trade and agriculture, but my social situation was unstable because of my bad behaviour. I was very aggressive to my family and I managed my income poorly. Today I know how to manage my aggressive character and support social cohesion in my community. As for my current economic situation, it has improved by doing the business on my own: we shared our kits and I used the knowledge required to continue my business. My social situation has improved markedly.

- Young man, Mia-Pendé, Paoua

I did not know how to trade, and I was poor. But thanks to the training and the endowment, I am regaining my dignity even if difficulties still remain.

- Young woman, Bossangoa

However, young people, consortium and implementing partners all reported that the livelihoods component fell short of achieving planned outcomes. WCUK and implementing partners experienced multiple challenges in implementation: first, the selection of participants was initially done without consultation with appropriate WCUK staff in London, using a UNICEF format that had not been adapted to the project and was therefore unsuitable; participants then had to be re-selected using a tool aligned with the project objectives. Second, the market study took longer than expected due to late submission of analysis by the appointed consultant.

A third challenge was a lack of communication between WCUK London, WC in Bangui, and implementing partners, which negatively impacted on the timeliness and effectiveness of delivery of activities. By November/December 2019, when it became clear that there had not been progress in the livelihoods component, WCUK acted swiftly and co-developed a plan, budget and detailed implementation plan over three days with livelihoods officers based in Bossangoa and Paoua. Finally, a budget set for the livelihoods component in the design phase was too small, partly as a result of inadequate consultation with the relevant technical experts at WCUK. Full implementation of the planned livelihoods component was not possible within the budget, which meant that concessions had to be made and the strategy revised. In total, the

livelihoods component suffered a six-month delay – one-third of the project’s original 18-month timeframe.

Budget limitations – and the resulting redesign of the livelihoods component – meant that group activities were prioritised, and resources for entrepreneurial support had to be shared within groups. In theory, group work has its benefits: from a risk management perspective, group work may prove safer because responsibility for resources is shared among several individuals; and it can create opportunities for peacebuilding through the dialogue, tolerance and flexibility required to work in groups.

However, eight out of 14 workshop participants who had received entrepreneurial training reported feeling frustrated and annoyed by the changes to processes and plans throughout the implementation period. Some groups sold the content of their kits and divided the money between them, meaning that the intended outcome was not reached. One group was required to share a single sewing machine between five members; this led to disagreements, as each member wanted a monopoly over the machine. Another group was given five goats, but, they reported, four of the goats died quickly after they had received them. While this has not yet led to conflict, the young people involved believed it could potentially do so.

Young people’s frustrations stemming from the livelihoods components also had a negative impact on unrelated project activities undertaken by CR and the implementing partners. For example, in a visit to a community in Bossangoa in August 2020, some young people did not want to meet with them. CR and implementing partners had to engage these young people in dialogue so that the project activities could continue.

At the time of writing this report, vocational trainings are still ongoing. Initially, a nine-month follow-up of entrepreneurs and vocational trainees was planned. However, because of implementation delays and COVID-19 measures that prohibited gatherings with more than 15 people, a check-in with young people was carried out but did not include much substantive support. Young people indicated that follow-up was done to ensure the activity had been carried out, but not to guide them towards growing their business or to understand group dynamics and how to mitigate challenges.

The evaluation team was therefore unable to gather data and evidence that shows how young people have benefited from income-generating trainings and how these link to increased wellbeing, peacebuilding and youth participation. They are also unable to quantify precisely how many groups were negatively affected by the changes to the livelihoods component, and in what ways.

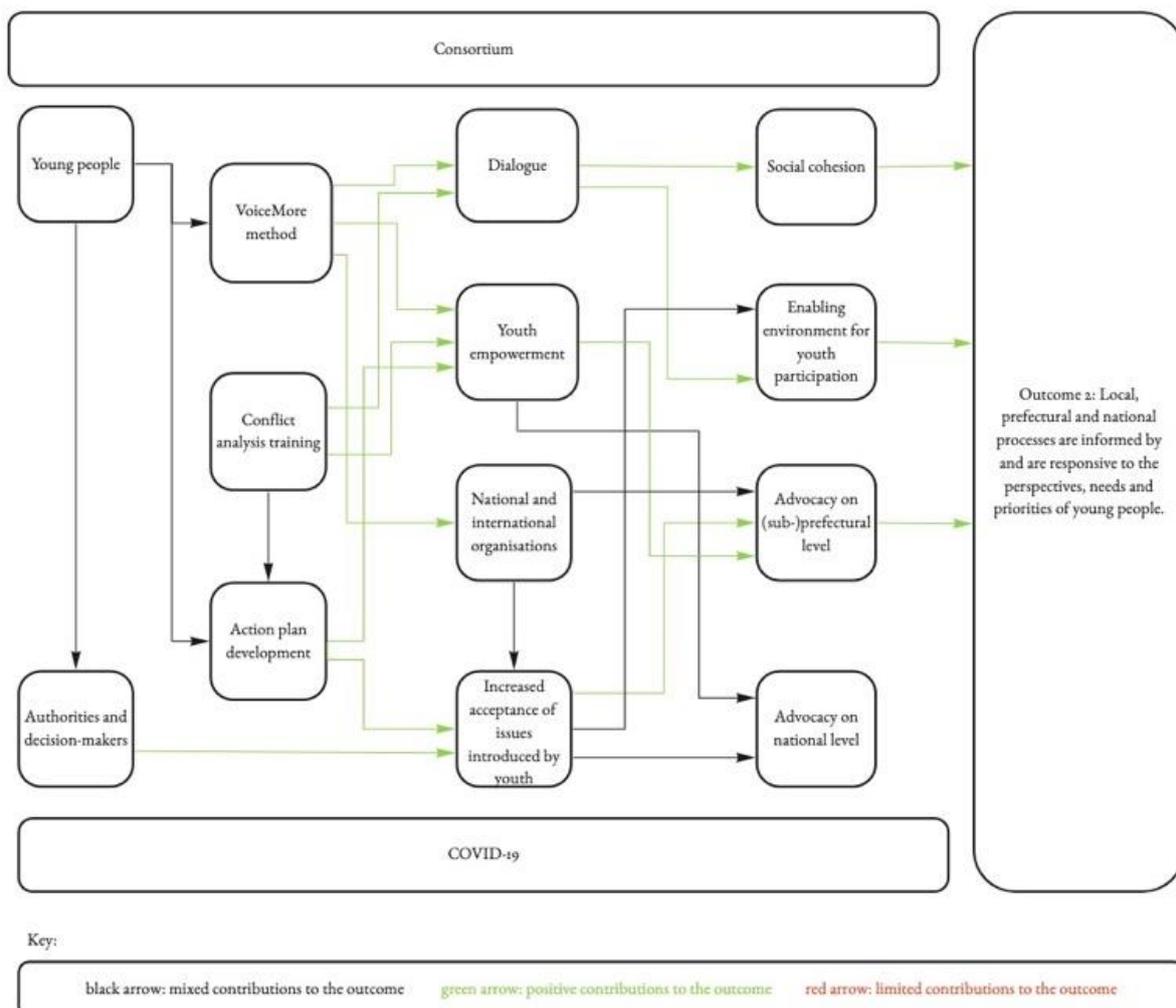
Implications of COVID-19

The main consequence of COVID-19 was delays in the implementation of activities, or their cancellation. For example, the consortium had planned an exchange between young people in Paoua and young people in Bossangoa; however, travel and group size restrictions meant that young people instead had to meet each other separately in Paoua (Bahn commune) and Bossangoa (Soungbé commune).

At the same time, young people, supported by CR, were able to see the pandemic as an opportunity to further promote peacebuilding and social cohesion in their communities. Building on their conflict analysis and action plan development from July 2019, young people analysed the effects of COVID-19 on conflict and violence in their communes. They identified that COVID-19 could lead to increased frustrations among people and therefore increased violence; that it could complicate communication with local leaders, meaning that accountability would be affected; and that conflict resolution around water points would become even more pressing, as access to clean water is essential during the pandemic. Young people adapted their earlier action plans to the current context, and decided they would engage with the prefectural COVID-19 Task Force and share their knowledge with communities. In this plan, young people distributed kits, including soap, masks and jerry cans that would help people prevent the infection and spread of the virus.

Despite the unforeseen challenges posed by COVID-19, it is notable that the consortium and young people managed to take something negative and turn it into something that would aid the project’s objectives and support the wellbeing of communities.

OUTCOME 2 - LOCAL, PREFECTURAL, AND NATIONAL PEACE PROCESSES ARE INFORMED BY AND ARE RESPONSIVE TO THE PERSPECTIVES, NEEDS, AND PRIORITIES OF YOUNG PEOPLE



Contributions towards the creation of an enabling environment for youth participation

A major contribution of the project was the creating and shaping of an enabling environment for youth-led peacebuilding. Key to this were the various trainings mentioned in the previous subsection and their contributions to youth empowerment – including young people’s increased ability to understand and change conflict, and their facilitation of community dialogues and dialogue for conflict mitigation. Also key were the listening exercises, advocacy activities and outreach to decision-makers.

Youth participation and space for young people to be heard was limited prior to the project. For example, community members reported that before the project, it was not acceptable for young people to discuss with their elders in public. As a result of youth empowerment and the application of their skills, however, young people have pushed boundaries by facilitating and engaging in dialogue with community members, authorities and even national decision-makers. Young people, consortium and implementing partners said that authorities at all levels are buying into the messages of young people and some are even seeking their involvement directly, for example, such as the Mayor of Ndoromboli in Bossangoa sub-prefecture who had asked young people to work with him and to think about how to solve issues of conflict. Young people’s advocacy appears to have led to behaviour change and action by authorities, as illustrated in the quote below:

The commune of Benzambé is the heart of the anti-Balaka group and is therefore known to be very violent. Most people of the anti-Balaka group are young. Tensions between two villages increased when a young person decided to cross a football field without the permission of the anti-Balaka group on the other side of the field. Conflict arose and young people trained in conflict analysis stepped in. They created an action plan in which they would bring young people from both villages together and engage them in dialogue so as to decrease tensions. Young people spoke to the Mayor who originally denied their request. However, upon persistence of young people and the presentation of their action plan, the Mayor gave in and agreed that dialogue could help solve the issue. With the support of the Mayor, young people brought the two conflicting parties together and now parties can cross the football field without spurring conflict.

- Consortium field staff, interview

Listening exercises conducted in 2020 provided young people with a safe space to talk freely about why and how they had become associated with armed groups, their experiences reintegrating into their communities, and the challenges they face doing so. The key themes of the listening exercises were captured in publications that were presented to government officials during the national advocacy workshops in Paoua and Bossangoa. These reports were also shared with the wider sector, such as UNICEF and UNDP, who said they were a valuable contribution to their work. Though outcomes of the listening exercise are unclear at the time of writing, they have facilitated the inclusion of a vulnerable group and added value to

peacebuilding and policy processes by providing rich insights into experiences that might not otherwise be considered.

Improved skills of young people facilitate advocacy

Young people were trained in advocacy approaches with the VoiceMore method, and advocacy skills were also incorporated into the conflict analysis training and action plan development led by CR. Young people in Bossangoa noted that the peacebuilding module of the VoiceMore method had not been implemented. This was due to a lack of communication between the WC field office and WCUK. However, as no negative consequences of this can be seen in the data, and young people were able to bring about change as an outcome of advocacy, the consultancy team concludes that this oversight did not impact advocacy outcomes.

The conflict analyses and action plans developed by young people, and presented to authorities and policymakers, helped to increase the credibility and reception of their advocacy messages. There were many positive outcomes from advocacy activities at the (sub-)prefectural levels, which include:

- Young people in Paoua, Ouham-Pendé, recognised that conflict occurring around water points was largely due to there not being enough supply points. They turned to l'Agence Nationale de l'Eau et de l'Assainissement (ANEA), or the National Water Supply. ANEA have now added more water points.
- Broken latrines caused conflict in communities because people could not access latrines when necessary. Young people brought this to the attention of Oxfam, and they have now fixed broken latrines identified by young people.
- Young people recognised that their communities included vulnerable people without a safe space to go. They advocated to the International Organisation of Migration (IOM), who then built shelters that provide a safe place for vulnerable people.
- Young people analysed the causes of conflict on the weekly market day. This is a space where different communities cross paths, and alcohol is consumed, making it a space susceptible to conflict. Young people presented their analysis to MINUSCA, which responded by providing more security by MINUSCA soldiers at the market. Young people noted less conflict and violence because of the response.

Outcomes of contributions to policy on national level remain unclear

Due to COVID-19, the national-level advocacy activities had to be adapted. The initial plan was to invite young people to Bangui to engage with decision-makers in national ministries. Instead, a national advocacy workshop was held in Paoua, and a second workshop was organised in Bossangoa after the project had officially ended (outside the timeframe of the evaluation).

Because the consultancy team does not have evidence that allows them to compare the outcomes of the national advocacy workshops in Paoua and Bossangoa with the potential outcomes of advocacy held in Bangui, the contribution of the change in plan to the project's outcomes is unclear. It might be that holding the national advocacy in Bossangoa and Paoua allowed more time for young people to engage with national decision-makers and/or that

decision-makers benefited from seeing and experiencing the context themselves. Hence, the activity adaptation due to COVID-19 may have even strengthened the contribution of the activity to the project outcome.

For both workshops, young people prepared the agenda and presented advocacy messages to each ministry represented, namely the Ministry of Youth and Sports, the Ministry of Disarmament, Demobilization and Reintegration (DDR) and the Ministry of Humanitarian Action and National Reconciliation. Advocacy messages included: (i) increase education opportunities, build infrastructure for sports, and build youth and women centres where they can discuss issues that affect them, (ii) revitalise peace processes in communities, and (iii) change the criteria for DDR.

A representative of the Ministry of Youth from Bangui said he heard young people's request for more and safer water points. This message had already been shared at the local level, and in raising it at the national level young people managed to link advocacy at the local level to the national level. The representative of the Ministry of Youth had promised young people he would seek guidance from ANEA and pass on the message to them.

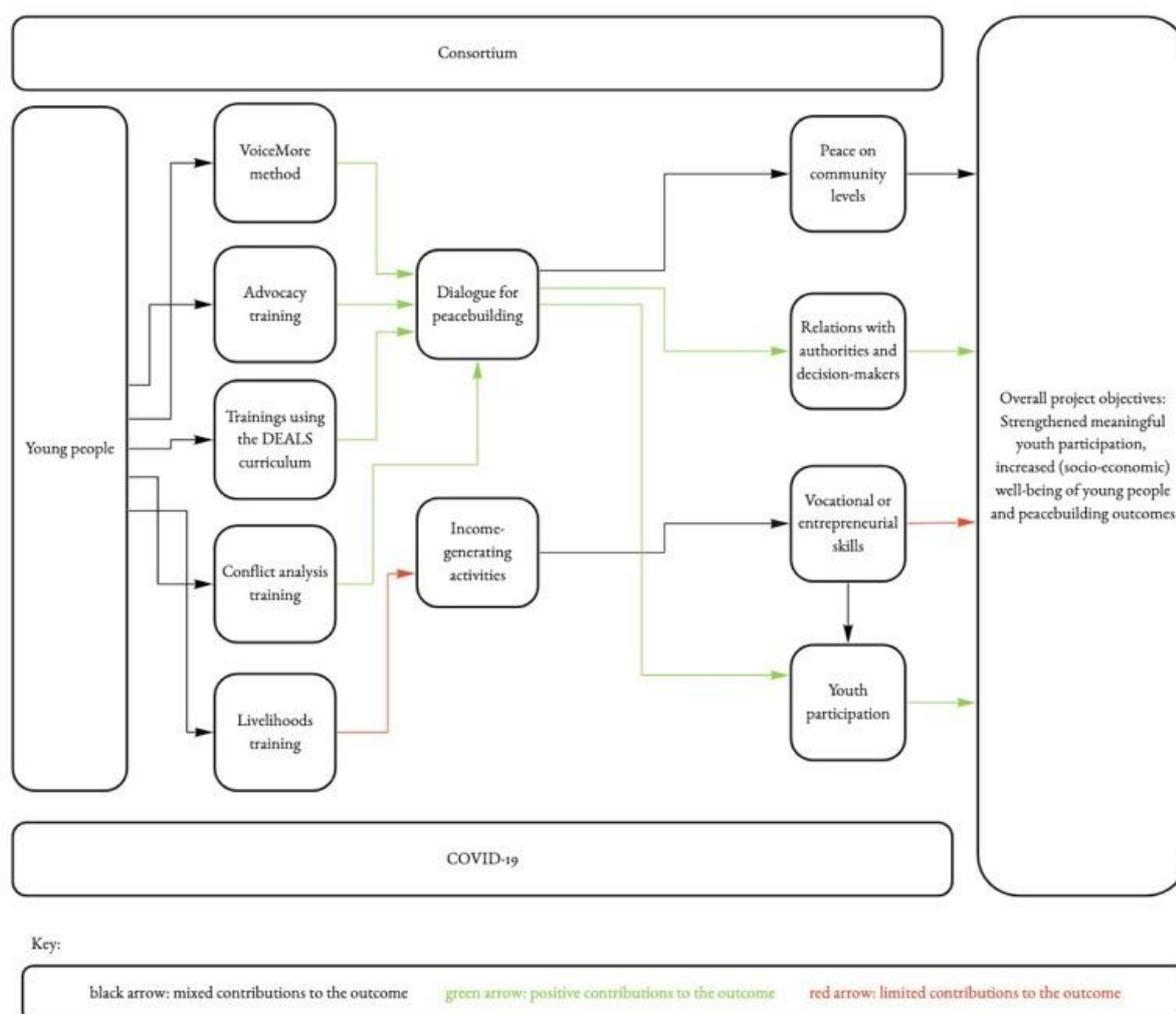
The advocacy message to the Ministry of DDR related to the national DDR programme, which is governed by a set of criteria, including a requirement that young people formerly associated with armed groups must hand in certain firearms, such as automatic weapons, to be able to participate in trainings and receive support. However, most young combatants use homemade rather than automatic firearms. Leaders of armed groups are known to take automatic firearms from others in the group and sell them to young people who want to benefit from DDR support. Leaders of armed groups thus gain from the situation.

With the current phase of the DDR process coming to an end, and the next phase planned to commence in early 2021, outcomes of young people's advocacy on the national level are yet to be seen. However, officials from the prefect in Bossangoa and the Regional Director in charge of the DDR process said they would review the process and allow for more transparency as well as include feedback from beneficiaries.

Chapter 3: Conclusions and recommendations

This chapter assesses to what extent the project achieved its overall objective of strengthened youth participation, improved wellbeing of young people, and increased social cohesion. It considers the relevance and effectiveness of the project, and how the project's components came together to contribute to the overall objective. The chapter concludes with recommendations that aim to support learning and to strengthen future programming.

OVERALL OBJECTIVE - STRENGTHENED YOUTH PARTICIPATION, IMPROVED WELLBEING OF YOUNG PEOPLE, AND INCREASED SOCIAL COHESION



There were considerable contributions to the wellbeing of young people

The 'Alternatives to Violence' project was well timed and relevant to the context, demonstrated by the fact that young people were clearly eager to participate and add value to their communities and to the larger context. Its key contribution to the larger youth, peace and security context related to UNSCRs 2250 and 2419 lies in proving that it is possible to

meaningfully engage young people in peacebuilding, as long as effective frameworks and tools, such as action planning, are employed.

The project did particularly well in supporting youth empowerment and youth participation in peacebuilding and advocacy at (sub-)prefectural levels. Key to this were trainings that gave young people the skills and support necessary to (i) engage and share knowledge with peers and community members, (ii) mitigate and mediate conflict through dialogue, and (iii) participate effectively in advocacy with authorities. Community outreach and advocacy activities provided opportunities for resolving misunderstandings between young people associated with armed groups and other vulnerable young people, and misplaced assumptions about NGO interventions and peacebuilding processes. In turn, this helped to sever the vicious cycle of conflict and violence.

In addition, young people reported that, as a result of the above-mentioned components and outcomes, there was more social cohesion in communities; authorities and community members were more inclined to listen to them and take on board their messages; and that young people who previously felt left out have regained a sense of dignity and belonging in their communities, either through commerce or as young leaders.

Contributions of the livelihoods component to peacebuilding outcomes were limited

All of the project components had a role to play in contributing to increased wellbeing of young people, social cohesion, and youth participation in policymaking and peacebuilding. However, the livelihoods component was the only element of the project aimed specifically at contributing to the *socio-economic* wellbeing of young people.

As outlined in Chapter 2 under Outcome 1, the livelihoods component of the project faced challenges in implementation, including ineffective communication between WCUK field and country offices, insufficient budget allocation, and delays which were exacerbated in later phases of the project by the COVID-19 outbreak. Considering these challenges and their impact on the trainings, distribution of kits and follow-up with young people, consortium partners would have done well to have reduced the number of participants when implications of budget constraints first became clear.

Contributions to meaningful youth participation were considerable

Several of the project's outcomes are likely to be sustainable over the long term, namely: improved skills and behaviours that young people have internalised through the DEALS, conflict analysis and peacebuilding trainings; the changed views of authorities and decision-makers, who now see the potential of young people and their added value; and improvements in intergenerational relations, such as relations between community decision-makers and young people.

These skills and relationships are unlikely to disappear because the funding cycle has come to an end. Sustainability of the project's outcomes are further enhanced by other programmes currently being implemented, which aim to build on the strengths of young people by creating an overlap of participants. An enabling environment for meaningful youth participation has

been created, in which peers, community members and authorities at different levels listen and take young people's opinions and messages of peace seriously, and this seems likely to endure.

However, though partners provided training and support for young people to develop action plans and facilitate community outreach, young people argued that more support would have been helpful and they did not feel ready to lead the whole process of community dialogues themselves. Hence, while the project contributed positively to youth leadership, it did not reach a level where young people felt they were no longer dependent on external support.

Considerations around gender and religious assumptions may have strengthened the project

Finally, the consultancy team considered which types of young people participated in the project and who did not, and how this may have impacted project outcomes. The project identified and included both young people who were associated with armed groups and other vulnerable youth. There were considerable advantages to bringing these two groups together for encouraging peacebuilding and social cohesion through dialogue in a shared space.

Consortium field staff suggested it would have been worthwhile to incorporate a gender-responsive approach, enabling partners to better identify how social norms might influence and limit the active participation of young women in group activities. For example, in many contexts, social expectations and roles of young women relate to how it might influence other people's perspectives and acceptance of their input and participation in a negative way.

Finally, the project sought to increase social cohesion. However, this can only ever truly be done if young people's assumptions about other groups are explored and negative assumptions are challenged and overcome. Given the sensitive nature of these assumptions – specifically negative attitudes towards Muslims – overcoming this challenge within the timeframe of the project would not have been possible. Tackling this particular driver of conflict will require a longer-term programme and continued building of trust between WCUK/CR and young people in the community.

RECOMMENDATIONS

Recommendations are based on insights generated during data collection, and on evaluation findings and conclusions. They are intended to support consortium partners' learning and development, in order to strengthen future interventions for increased wellbeing of young people and youth participation for peacebuilding. Where possible, they have been designed to complement WCUK and CR's learning styles, summarised in annex three.

Recommendations for strengthening programme design, implementation and outcomes:

- WCUK should engage in a dialogue with WCUK Bangui and field offices to discuss shortcomings and challenges in communication and seek to understand how communication processes can be improved for more effective project implementation.
- All relevant staff and stakeholders should be engaged in the design phase, to incorporate their expertise and experience, and to anticipate and mitigate against potential challenges before they arise. Consortium partners should refrain from wanting to do too much, and be

realistic as to what can be done – and done well – given the project’s timeframe and budget. Make sure the budget is sufficient for the effective and full implementation of the project and all its components. Spend time exploring and understanding the specific contribution of each project component, how the various components link with and reinforce each other in the given context, and how they contribute to the project outcomes and objective.

- Explore assumptions young people might have regarding peacebuilding and their participation, prior to finalising project design. Take young people’s assumptions into account in the design. Some of these assumptions may limit peacebuilding, social cohesion and/or youth participation – if this is the case, seek to mitigate these as part of the design.
- Provide ongoing support to young people who have received training, by following up with them (especially in the early stages), seeking opportunities in which they can share their learning with others, and encouraging collaboration among young people. Continue to engage trained young people to support those who will/are receiving training, as peer-to-peer education generally contributes positively to outcomes and inspires young people.
- A next step for consortium partners could be to work towards full youth leadership, in which all project phases are led – insofar as possible – by young people. These types of projects are inherently challenging to implement, including because young people are more mobile and therefore difficult to engage over a long period of time.

Youth participation requires a high degree of flexibility from the implementing parties and the donor, who will need to navigate differences in intentions, objectives, perspectives and capacities between the donor, partners and young people. Such differences may cause tension between meeting donor requirements and facilitating youth leadership at programmatic and organisational level. To mitigate this, clarity on the roles of each stakeholder must be provided, and all stakeholders must prioritise the creation and sustaining of an enabling environment where young people feel supported to lead processes for change and become less dependent on partners over time.

- As part of a move towards greater youth leadership, consortium partners should consider focusing on enhancing youth leadership skills, such as their abilities to analyse their own strengths and weaknesses, life events, and how these may impact their realities and opportunities for leading. Explore how young people might support each other to achieve goals related to peacebuilding, and explore new ways of how consortium partners and implementing partners can support young people who are motivated to lead.

Recommendations in support of organisational learning include:

- Engage with the content and implications of the evaluation report, first individually and then as a group. For example, consider whether there were any inconsistencies between intended and actual outcomes in the livelihoods component. Discuss initial intentions and write them down. Consider all factors that led to a diversion from initial intentions related to the livelihoods component. These factors might be positive and negative. Then, explore through discussion how these inconsistencies might have been prevented or strengthened and how you might have mitigated negative contributions to the outcome. Also, consider

that if contributions had been different, how they might have been different depending on various mitigation measures and possible implementation processes and how that might have affected the outcome. Lastly, discuss how these insights might affect contributions to outcomes and future projects.

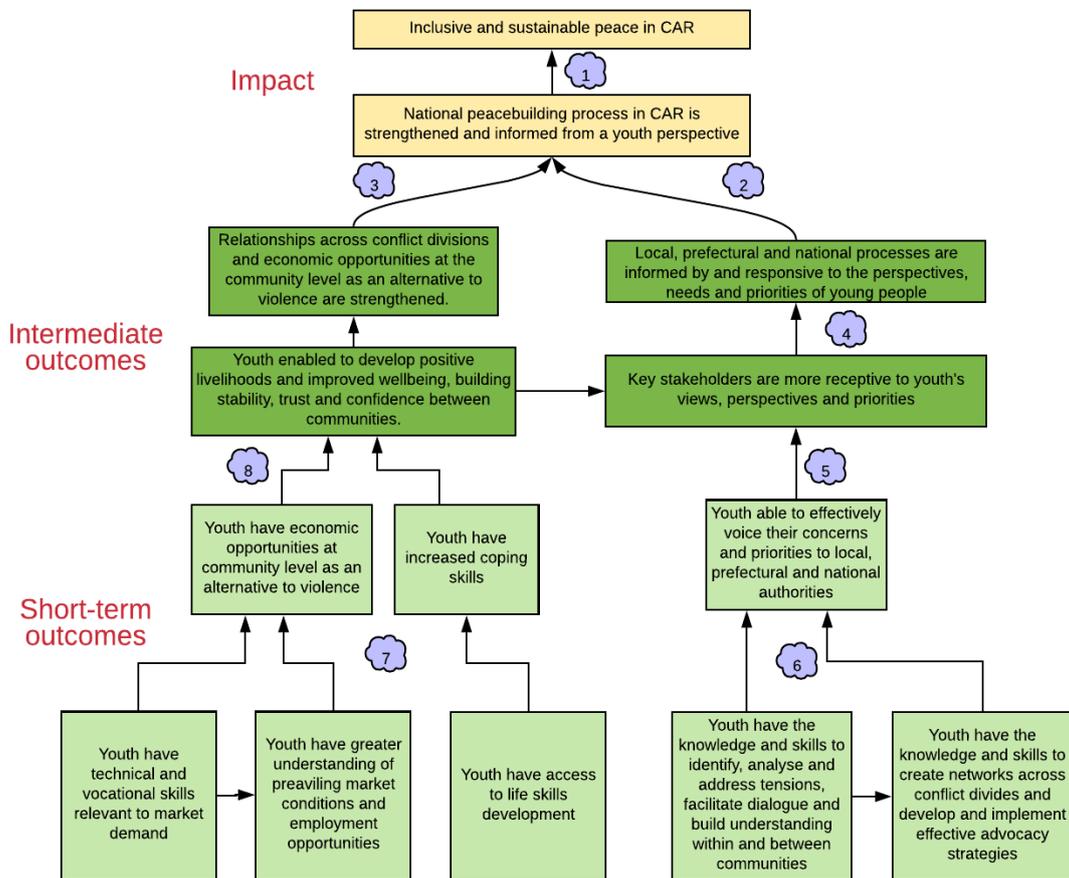
- As consortium partners are looking to seek funding for a follow-on programme, consider organising a workshop with all partners that will allow for discussion and learning. An outcome of the workshop need not be a design or idea for a project but might be a shared understanding of a given topic, such as youth-led peacebuilding. Such an understanding could help to improve communication, strengthen future interventions, and minimise delays and other challenges in project implementation.
- Explore the concepts of wellbeing, youth participation and peacebuilding. Brainstorm each concept separately and from different perspectives, including young people, authorities, community members and others, and explore what each type of stakeholder might need in terms of support. Then, seek to understand how these concepts might relate and link to each other, before considering how this may form a conceptual framework. Check and validate theories and assumptions with relevant types of stakeholders.

When checking and validating assumptions, the consortium should refrain from asking what kind of support project participants think would be necessary. Rather, ask about previous experiences, how they felt and what they would have done differently. Answers to these questions will likely render more profound and insightful answers that will help consortium partners understand why components of previous projects did or did not lead to their desired outcomes.

Annex 1: Project framework

This annex includes details of the 'Alternatives to Violence' project Theory of Change (ToC). It includes the original ToC as well as the revised ToC, as per the M&E workshop facilitated by CR.

Image 1: original ToC (September 2018)



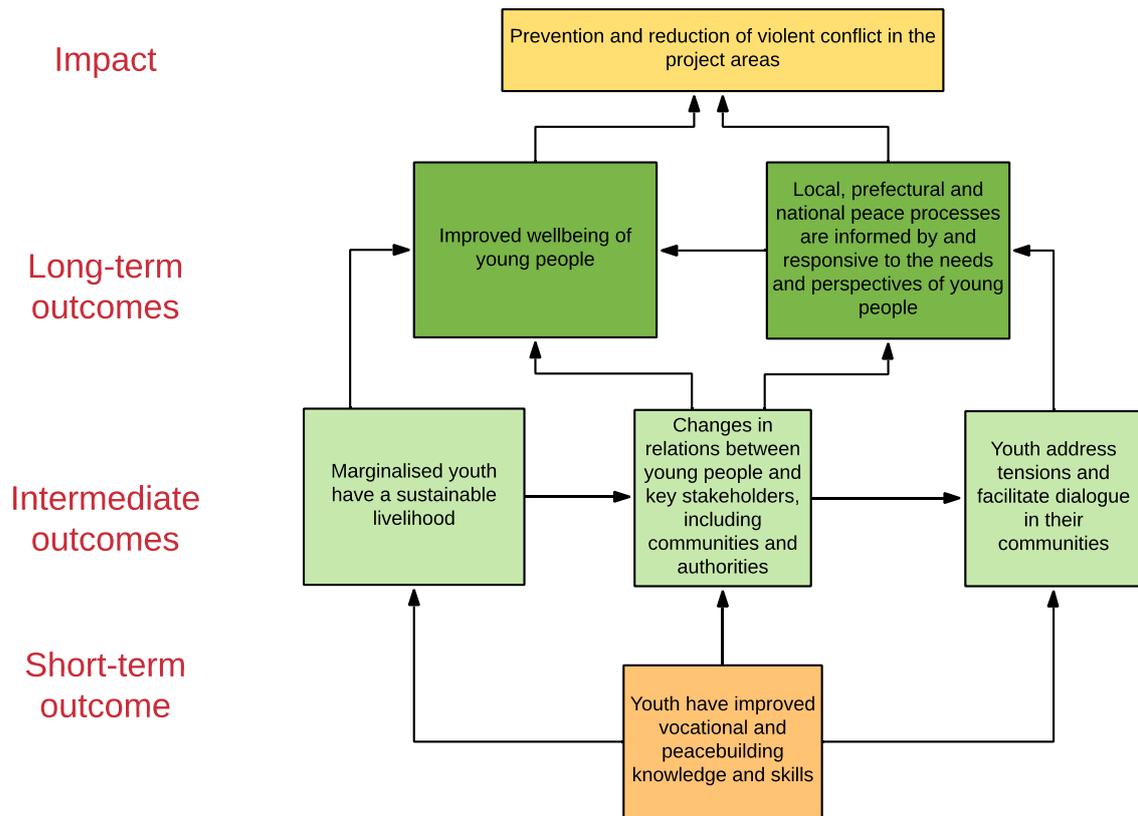
Specific assumptions

- 1 Government officials at the national level and key stakeholders of the peace process see a benefit in implementing policies to strengthen the peace process and to initiate and sustain political reform
- 2 The inclusion of the perspectives, priorities and needs of conflict affected youth, including the perpetrators of violence, in discussions around peace and security at all levels will lead to a stronger and more sustainable peace process
- 3 The lack of reconciliation and strong relationships across conflict is holding back the peace process.
- 4 Local, prefectural and national authorities see a benefit in a peace process that is inclusive of youth's perspectives, needs and priorities.
- 5 Local, prefectural and national authorities see benefit in listening to youth's perspectives on peace and security
- 6 Opportunities for engagement between authorities and youth at the local level exist.
- 7 The market conditions in the project area are sufficiently stable that the acquired vocational and technical skills are still relevant by the time youth complete the training.
- 8 Improved economic prospects and skills amongst youth reduce the likelihood of young people voluntarily joining armed groups.

General assumptions

- a Security and weather conditions as well as availability of flights allow the safe implementation of the project and allow project staff and targeted youth to travel between the project areas and the capital Bangui
- b There is sufficient political support for the implementation of the project.

Image 2: revised ToC (April 2019)



Annex 2: Overview of evaluation participants

This annex includes an overview of the types of evaluation participants and how many of each were included in the evaluation process. Because the consultancy team adheres to privacy laws, names are not included in this overview.

Table 1: Overview of evaluation participants

Type of evaluation participant	Number of participants per type
Young workshop participants – Paoua	10
Young workshop participants – Bossangoa	10
(Young) community members through peer-to-peer evaluation	20
WCUK staff London	3
WCUK staff Bangui	2
WCUK staff Paoua	2
WCUK staff Bossangoa	1
CR staff London	2
CR team members CAR, including consultant	3
FHAP staff members	1
AAHC staff members	2
(Sub-)prefectural decision-makers	10
National decision-makers	1
Total number of evaluation participants	67

Annex 3: Analysis of learning styles

This annex includes a summary of the learning styles of prospective users of this evaluation. An analysis based on the outcomes of a short survey conducted with staff of WCUK, CR and implementing partners, shows that the majority of prospective users are pragmatists. This means they combine either (i) thinking and doing, meaning they have a converging learning style, and/or (ii) watching and thinking, meaning they have an assimilating learning style.

For those with converging learning styles, experimentation with new ideas and practical applications of theories and ideas are key to supporting their learning. They prefer to make decisions by solving technical problems and questions.

For those with assimilating learning styles, reflection on ideas and concepts are important for learning. These learners are good at seeing the bigger picture and organise it in a logical way. In terms of tools for learning, they prefer readings and lectures, and need time to think things through.

Table 2: Summary of learning styles

