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United Nations Institute for Training and Research



# INDEPENDENT EVALUATION OF THE “YOUTH-LED PEACE AND RECONCILIATION IN COLOMBIA: A TRANSFORMATIONAL APPROACH” PROJECT

**Photo credit:** Aura Liliana López, Independent evaluator

Participants in the training for “Perspectivas de Paz”, Antioquia

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## PREFACE

The Youth-led Peace and Reconciliation in Colombia: A Transformational Approach project aims to contribute to the ongoing peace and reconciliation efforts in Colombia using a three-component strategy that addresses: the prevention of forced recruitment of at risk children and youth, and reintegration of former child soldiers (component I); strengthened capacity of young people in marginalized communities to act as agents of positive change in their direct environments (component II); and support to reconciliation efforts in the country through building historical memory of conflict affected communities using arts and storytelling (component III).

The project builds on UNITAR efforts to support the peace and reconciliation process in Colombia since 2016 by working to strengthen the resilience and conflict prevention capacities of at-risk youth, families, marginalized communities and the broader society.

The project is one of the Institute's largest capacity development undertakings in Latin America and is implemented by the UNITAR Peacekeeping Training Programme Unit in partnership with the Ciudad Don Bosco (CDB), the Fundación Escuelas de Paz (FEP), the Corporación Dimensión Génesis (CDG) and other partners. The project is also one of UNITAR's largest Training of Trainers project and introduces a third level to the approach. The project is supported with funding from the Federal Government of Germany.

This evaluation covers the project's 2019-2020 phase of the project and assessed the project's relevance, coherence, effectiveness, efficiency, anticipated impact and sustainability. In doing so, the evaluation not only assessed the project's performance over the course of the last phase but also sought to identify the 'why' question by identifying factors contributing to or inhibiting the project's implementation and achievement of results. The evaluation issued a set of eight recommendations.

The evaluation was managed by the UNITAR Planning, Performance Monitoring and Evaluation Unit (PPME) and was undertaken by Ms, Aura Liliana López, consultant and independent evaluator. The PPME Unit provided guidance, oversight and quality assurance, as well as logistical support for fieldwork. The Peacekeeping Training Programme Unit's (PTPU) response to the evaluation and its conclusions and recommendations are outlined in the Management Response.

The PPME Unit is grateful to the evaluator, PTPU, CDB, CDG, FEP and other partners, the Federal Government of Germany, and the other evaluation stakeholders for providing important input into this evaluation.

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## Executive Summary

This report presents the findings, conclusions, recommendations and lessons learned of the evaluation of UNITAR's Youth-led Peace and Reconciliation in Colombia: A Transformational Approach project. The evaluation assessed the relevance, coherence, effectiveness, efficiency, anticipated impact, and sustainability of the project to strengthen the resilience and conflict prevention capacities of at-risk youth, families, and marginalized communities in Colombia, and its contribution to ongoing peace and reconciliation efforts in the country.

The evaluation covered the 2019-2020 phase of the project and included a review of documents and reports from the previous phase, Pintando el Futuro (2016-2018). Both phases were funded by the German Institute for Foreign Relations (ifa) zivik. The current phase builds on the initial model with three major training components (two added in this phase), each responding to a specific objective in the logframe:

1. **Component I – Pintando el Futuro:** Prevention of (re-) recruitment of at-risk youth and support to the reintegration of former child soldiers using visual storytelling tools.
2. **Component II- Viajes de Héroes y Heroínas:** Strengthen the capacity of young people in marginalized communities to act as agents of positive change in their direct environments.
3. **Component III: Perspectivas de Paz:** Support the reconciliation process in the Colombian society through storytelling and historical memory building.

The project's implementation strategy consists of a three-level multiplication process, where education professionals, teachers and other social agents are trained as master trainers in one or more components. With the continued support of the UNITAR project team and implementing partner Ciudad Don Bosco (CDB), master trainers train other professionals within their organizations (multiplication level 2) to extend the multiplication approach towards activities with the local communities, youth, families and other community groups (multiplication level 3). The project worked across 20 departments and 37 municipalities with vulnerable youth and communities impacted by the protracted conflict and other risk factors such as illegal economies.



## METHODOLOGY

The evaluation was conducted between August and October 2020 using a mixed methods approach combining different data collection methods. Three surveys were deployed, one for the master trainers and two for the TOT (two different participant lists were received for the TOT, including one for virtual trainings). The total sample was of 423 participants, and 97 responses were received. Field work was carried out in the Department of Antioquia for primary data collection with beneficiaries at the community level and participants in the MT and TOT. Additional triangulation methods were applied as well, including in-depth interviews, non-participant observation, and key informant interviews with representatives from implementing partners and

master organizations. Additionally, the evaluator designed and facilitated an outcome mapping workshop to harvest results and lessons as identified by the Colombia and Geneva project teams. Information from this activity also served to contrast findings and inform the constructed theory of change (ToC).

## LIMITATIONS

The evaluation encountered three major limitations. First, the ongoing COVID-19 pandemic limited the possibility to extend the number of in person activities and travel to other sub-regions in the project's geographical scope, due to restrictions in place and the limited number of in-person trainings occurring. The measures taken included virtual non-participant observation and interviews conducted via phone or Zoom. Second, at the time of the evaluation the project was still under implementation and the information received was not entirely summative. Third, a ToC and criteria to assess change at the different levels was lacking. The evaluator reconstructed a ToC using the information available and assumptions identified in the project narrative, but this requires further revision and validation.

## KEY FINDINGS

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The project's focus on capacity building of participants to act as agents of change in peace building and reconciliation is **relevant and aligned with UNITAR's Strategic Framework 2018-2021** and in particular Strategic Objective 1: "Promote peace and just and inclusive societies" and specifically to the SO 1.1 "Support institutions and individuals to contribute meaningfully to sustainable peace".

**The scope and objectives are well aligned with SDG 16** "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels" and relevant to targets 16.1 and 16.2 which aim at "significantly reduce all forms of violence and related deaths" and "end abuse, exploitation, trafficking, and all forms of violence against children". It also complements targets, such as target 4.7. "promotion of knowledge and skills for a culture of peace and non-violence" and 8.7, "elimination of forms of child labour, including recruitment and use of child soldiers".

**The project makes significant contributions to the country's current peacebuilding efforts** in three aspects: a) Pillar 8 of the Territorial Approach to Peace which promotes localized peace efforts that are participatory, inclusive and rooted in every-day peace practices; b) the selection of territories in the geographical scope targets many of the areas prioritized by the Government in the implementation of the Territorial Development Plans; and c) contributions to the Peace Education Policy by strengthening teachers and educators capacities to advance peace from the educational settings. The evaluation found, however, that institutional capacity building is not central to the project's objectives. The synergies identified established through the master organizations and partners did not respond to a systematic or strategic approach included in the project design and developed throughout the project cycle.

**Trainings are widely acknowledged by participants as relevant and delivered with quality.** Survey respondents appreciated the quality, adaptability and creativity of materials and the tools provided

during workshops which, according to participants, contributed to the multiplication process. However, the evaluation identified the need for a separate facilitator's guide that develops in-depth the concepts framed in the learning objectives of the trainings, as well as best practices to incorporate a do no harm approach when dealing with sensitive aspects of conflict-related trauma that emerge during trainings, in addition to gender, age, and culturally sensitive perspectives.

The contents of the training are consistent with human rights approaches that promote knowledge and respect for the rights of children, youth and vulnerable groups within this spectrum. The contents and activities show a clear focus on raising awareness about possible discriminatory practices and transforming attitudes and behaviours that promote stigmatization of persons based on their preferences (religious, cultural, sexual), personal history (former combatants), or place of origin. Likewise, the contents reflect on the ethnic diversity of the country and the need for inclusion of minority groups such as indigenous peoples.

The evaluation found the project to be gender targeted and partially gender responsive. The project was targeted in terms of incorporating clear indicators and measurement tools to guarantee equal participation and access to materials of female and male participants, which was visibly achieved. It was partially gender responsive as there were components of the training materials addressing gender inclusion and awareness against forms of discrimination and GBV. However, these were found as lacking conceptual depth and not visibly impacting participants' (MT-TOT) ability to apply the dimensions and applications of the gender perspective to their contexts. Additionally, there were no specific budget allocations identified for gender-related components or activities.

The synergies created with the UN Verification Mission and other donors and international organizations supported the achievement of objectives, especially in reaching out former combatants, preventing forced recruitment and aiding local reintegration and reconciliation efforts. Aside from this, other synergies identified were achieved through implementing partner organizations' networks, which are also relevant as a finding in terms of the value added by partners to extend the multiplying factor of trainings and propel sustainability beyond the project cycle using their existing platforms and relations with other donors/actors.

Overall, the project has been effective at producing the intended results for each specific objective (SO). The quantitative targets established for each indicator have been either met or exceeded, except for the SO III where the COVID-19 pandemic prompted changes that hindered the scope of activities at the community level, including the development of the historical memory exhibitions. The methods applied for each of the components have proven to be effective as catalysers of learning and transformative change, generating appropriation of concepts and mobilizing individual action towards peace and reconciliation in the participant's social niche. The methodology is also identified as highly experiential and consistent with a participatory and inclusive approach that enables all beneficiary groups as active parts of the trainings and multiplications, respectively, and not merely recipients of knowledge. The methodological quality, technical soundness and clear presentation of content in the toolboxes has aided multiplications and is seen as an enabling factor. Most participants suggested having the toolboxes and materials at hand gave them more confidence to replicate within their contexts.

In general, participants described the experience with the trainings as “transformative” and enabling deeper reflections around their individual role in peacebuilding. Most participants in the interviews assert experiencing a [shift in their pre-conceived ideas](#) of the others and narratives that they identified as promoting stigmatization or alienation of persons based on their background. UNITAR’s assistance to master trainers through its local team and implementing partner CDB to ensure they conduct the intended multiplications is perceived as essential. Participants highlighted the responsiveness and availability of the team to answer questions before, during and after the multiplications. However, some master trainers recommended more in-person support during the first multiplication, as this would have increased their confidence and would have benefitted from receiving feedback.

[Various factors were identified as enabling or inhibiting the multiplication process:](#) 1) the level of support from the master organization to the master trainer for the multiplications with peers; 2) capacity of both master and master organization to mobilize participants within their beneficiary groups around the topics; 3) the perceived necessity and alignment that the master organization about the skills and knowledge transferred to the master trainer(s); 4) field of work/expertise of the master trainer, as it was observable the complementarity of skills acquired to those he/she already has leveraged their capacity to replicate as well as their confidence.

[The trainings and methodologies applied were found to be important tools in the strengthening of youth leadership capacity and empowerment as agents of peace in their communities.](#) Both trainers and youth beneficiaries valued the gamification methodology as an enabler of the CB process. However, there was also a general perception that the topics were not directly targeting leadership as the end goal but were more focalized in the individual skills and self-awareness of youth in each of the subject dimensions of the trainings. The project’s monitoring system in place does not have a clear mechanism to measure effects of youth participation in trainings, including the age variable. What occurs after the trainings and the impact that youth can have in their social environments using the knowledge and tools relies highly on the opportunity to access the platforms that leverage youth participation and capacity as agents of change by providing longer-term support, additional skill strengthening and connections with peers and other social agents.

[The evaluation found the trainings to be effective as they produced individual changes in behaviour related to](#) a) positive conflict resolution and inter-personal relations; b) awareness of risks associated to forced recruitment and change in perception of former combatants; and c) changes in the narratives of violent past events in communities.

[Master organizations and their networks were strengthened during the process, and their role as connectors at the local level has driven important results for each outcome.](#) The organizations have benefitted greatly from having their members trained and in most cases are using the trainings to extend their actions beyond the scope of multiplication in the project. The evaluation found important connections between the experience and community base of organizations selected as masters and their ability and willingness to further adopt and multiply trainings. This was further validated by implementing partner CBD, who indicated that organizations with fewer trainings or dropping out from the process had less experience and proven outreach capacity. The evaluation did not identify a standard criterion in place to select master organizations, however.

COVID-19 has had a significant impact in the application of trainings and methodologies. The restrictions in place prompted changes in the implementation plan to adapt the project's technical and operational aspects to this reality. The evaluation found that the virtual version of the trainings, which was shared with master trainers has been used as an alternative in many multiplications. Reportedly, none of them received actual training on the use of the virtual version but found it easy to navigate as it follows original contents. However, the experiential basis of the trainings seems to be lacking in the virtual components, as observed by the evaluator and confirmed by participants.

Partner organizations were creative and responsive in adapting methods to reach communities with limited access to Internet in rural areas. The highest impact of this limited access was identified in component III, where some targets for the community activities have not yet been met, and there is no indication yet of how the change to a virtual exhibition for the historical memory objective will impact the achievement of the outcomes.

Since the project is ongoing, there was no summative analysis conducted on cost-effectiveness. Financial reports were not available for review since the reporting period had not yet lapsed. The evaluation nonetheless found products from partner organizations to be delivered timely and in compliance with requirements, except as mentioned for some of the community activities not yet completed due to COVID-19. The investment in partnerships seems efficient in terms of greatly supporting the broader geographical scope and the connections with communities and extended networks at the local level, including rural outreach. The donor expressed satisfaction with overall performance, timeliness and articulation of the response during COVID-19 by UNITAR and CDB.

The sustainability of the intervention moving forward has various considerations. First, there is observed capacity of implementing partners, specially CDB, to independently implement the trainings, as evidenced by the broad use and adoption for their activities at large. CDB has a long-standing partnership with UNITAR and is a strong organization with many action lines and seemingly using the content of the trainings and knowledge beyond the scope of work with UNITAR and diverse audiences. This is indicative of increased capacity and ownership. Fundación Escuelas de Paz (FEP), on the other hand, has broad experience in the topics of the trainings and has received and applied the tools as complementary to their acumen of methods and expertise. Corporación Dimensión Génesis (CDG) shows great commitment to sustain implementation beyond the project cycle, but with less experience and operational capacity, this observation on sustainability is not conclusive.

The evaluation did not find an overall, clear exit strategy. The project builds on the assumption that increased capacity of organizations and persons through the trainings leads to sustained individual change and organizational ownership. While organizations transferred the toolkits and provided coaching through implementation, the readiness to lead sustainably has not been assessed through the monitoring mechanisms in place. The evaluation also found that schools are important vehicles to ensure sustainability of results, especially from the adaptations and spread used by teachers in their curricula and classroom activities. This increases the potential outreach to youth, generating complementary results that connect to positive classroom environments and vulnerable youth resilience to conflict.

The evaluation also assessed the project for anticipated impacts, with the understanding that the project is ongoing. Five aggregated dimensions of results were identified in which the changes and uses of knowledge/tools by participants could support longer-term impacts in positive conflict transformation, youth agency and local reconciliation:

- a) a far-reaching **sense of empathy developed among participants** as a practical skill that is expressed in emotional, cognitive and actionable forms of nurturing relations in the community and decreasing stigmatization of marginalized groups, especially former combatants and their relatives;
- b) enhanced **conflict resolution skills of participants, especially youth using the gamified tool in C-II** and self-awareness of their role in the construction of non-violent communities that is at the level of every-day interactions;
- c) **strengthened capacities and agency of master trainers and TOT** from educational institutions, with anticipated impacts in peace education strategies applied to curricula and classroom environments and the strengthened leadership of educators in peace building;
- d) **changes observed in historical individual and collective narratives** of violent conflict, past grievances and its underpinning causes that are likely to increase resilience to conflict and other external shocks; and
- e) evolving **capacities and networks of participant local organizations** as peace infrastructures that have the potential to drive collective action and strengthen a fractured social fabric.

The evaluation also found that the connections established between master and TOT organizations have extended to smaller organizational expressions, creating meaningful synergies through these exchanges of knowledge and fostering capacities of the local organizations to drive change independently. While most changes observed occur at the individual level, the use given to the tools and knowledge was found to leverage and strengthen other capacities within organizations, schools and families.

## LESSONS LEARNED

- Strengthening networks of local organizations and agents of change is essential to achieving sustainable impact in individual and communities that leads to peaceful conflict resolution and reconciliation.
- Master trainers make a difference as key drivers of knowledge and change in peace and reconciliation if given the adequate tools and incentives.
- The potential role of youth as agents in peace and reconciliation is enhanced if there is a combination of dynamic capacity building approaches, experiential learning in context and linkages to networks that catalyze leadership.
- Partnerships and alliances with other donors and development actors working with youth and communities in conflict-afflicted areas contribute to broaden outreach of beneficiaries, extend geographical scope and increase strategic value of activities by articulating other stakeholders locally.

- Working with youth in rural and urban settings requires adapted materials and methods that help put knowledge in context and considers the differences across audiences in terms of gender, age, culture and social norms.
- Rural educational institutions and school professionals (teachers, social workers) have a key role as liaisons in connecting the MT and master organizations with youth and their families in vulnerable communities.
- Virtual and distance learning mechanisms are effective if seen as complementary to the in-person methods, and if enough guidance is provided to the trainees and organizations to apply best practices in facilitation to make this as closely experiential, relational and sensitive as the face to face methods.

## Youth platforms and networks

**R8.** Identify and coalesce with the existing local networks, organizations, programmes, or platforms (such as the Youth Platforms), that catalyse youth collective action. This could increase post-trainings impacts in youth leadership and social agency.

### Leverage organizational capacity

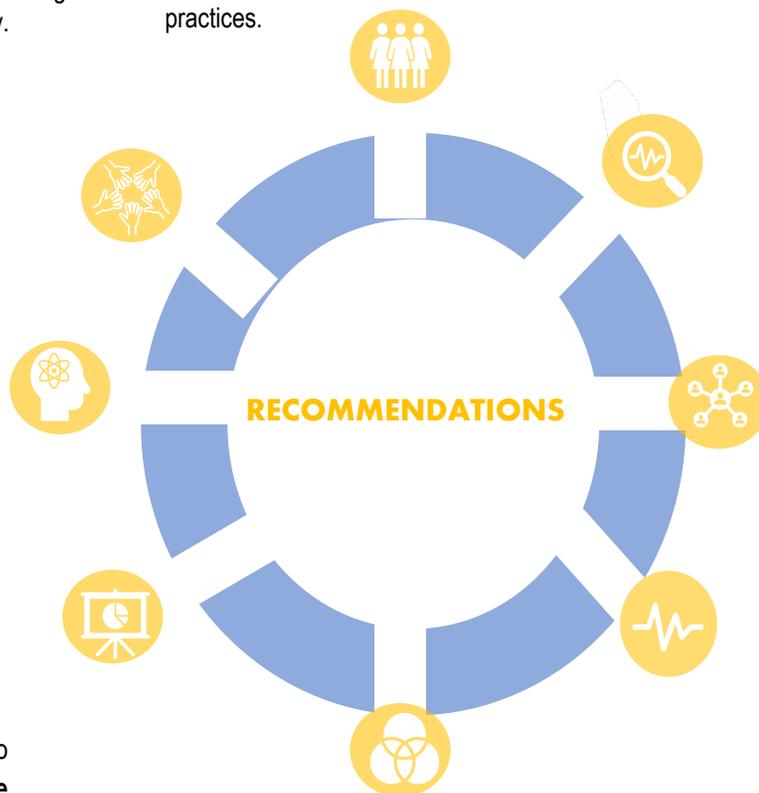
**R7.** Revise possible adjustments to the criteria for the selection of participant MT organizations, ensuring that there is not only expressed willingness to adopt and multiply these concepts, but a verifiable evidence of community work experience and established intra-communal networks that boosts the impact of multiplications. A SWOT analysis of these organizations could inform this criteria and selection. Capacity strengthening could also include a form of coaching. As part of these efforts to strengthen MT organizations, UNITAR should introduce certification as part of the MT and possibly TOT designs.

### Consider post-Covid learning scenerios

**R6.** Design specific training materials to enhance trainees' capacities to **use of the virtual materials, including virtual facilitation skills**. Looking forward, design a mixed approach implementing strategy that allows for virtualizations and small-scale gatherings, to maintain the impact of the experiential methodology. Also, provide more **on-site support** to MT in their first multiplications and overall guidance post-training.

## Revise the gender approach

**R1.** Further develop the project's **gender transformative perspective** that is based on a context-sensitive gender-analysis and strengthen trainees' capacity to understand and apply the concepts and best practices.



### Strengthen synergies and collaboration

**R5.** Identify and strengthen potential synergies with UN organizations, European Union and other donors, especially those working in PDET areas, Zonas Futuro, and former ETCR territories, such as the Verification Mission, in order to increase potential beneficiary outreach and avoid duplication of efforts.

## Strengthen MEL frameworks

**R2.** Revise and validate the Theory of Change, aiming at a stronger correlation between the pathways as interlinked for the achievement of the overall goal. Also, strengthen the monitoring system and monitoring and evaluation capacities of the implementing partners and local project team along with a learning plan that promotes feedback loops throughout the project cycle and internal evaluation moments with implementing partners and beneficiaries.

### Increase institutional capacity

**R3.** Identify avenues for direct coordination and institutional capacity building activities with local and national government institutions in the education system, such as Secretaries of Education and local schools.

### Do no harm approach capacity and protocols

**R4.** Evaluate the need for a separate guide for facilitators that further develops the conceptual frameworks within each component and provides Do No Harm guidelines, in core aspects such as conflict-sensitive facilitation, PFA, and security protocols or content adaptations in case of potential security risks for participants in vulnerable territories. Consider the critical importance of adding professionals with knowledge of PFA to the project team (social workers or psychologists)

## Acknowledgements

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## Acronyms and Abbreviations

ARN	Agencia Nacional para la Reincorporación y la Normalización
CB	Capacity Building
CDB	Ciudad Don Bosco
CDG	Corporación Dimensión Génesis
C-I	Component I – Pintando el Futuro
C-II	Component II – Viajes de héroes y heroínas
C-III	Component III – Perspectivas de Paz
ETCR	Espacio Territorial de Capacitación y Reincorporación
FEP	Fundación Escuelas de Paz
FHJC	Fundación Hogares Juveniles Campesinos
GRES	Gender Results Effectiveness Scale
GBV	Gender based violence
IEO	Independent Evaluation Office
KII	Key Informant Interviews
MEAL	Monitoring, evaluation, adapting and learning
MT	Master trainer
PDET	Programa de Desarrollo con Enfoque Territorial
PFA	Psychological First Aid
SDG	Sustainable Development Goals
SO	Specific Objective
ToC	Theory of change
TOT	Training of trainers
USAID	United States Agency for International Development
YPS	Youth-peace-stabilization

## I. Introduction

1. The United Nations Institute for Training and Research (UNITAR) is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. UNITAR's mission is to develop the individual, institutional and organizational capacity of countries and other United Nations stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and to support country-level action for overcoming global challenges.
2. Within the framework of the Institute, the Division for Peace contributes to international community's efforts aiming at enabling individuals and institutions to make meaningful contributions to sustain peace. The Division has successfully developed a model of offering training, learning and capacity building solutions that are based on filling specific capacity gaps of partnering institutions, organizations, group of actors or individuals. More specifically, the Division offers methodological and conceptual support that leads the beneficiaries to reach their intended goals through people-centred solutions oriented towards the transferring knowledge and skills and the transformation of attitudes and behaviours.
3. The Government of Colombia has taken steps towards the implementation of the six components of the Peace Agreement signed with the FARC in 2016, including the creation of comprehensive Territorial Development Plans (PDET) for conflict affected areas in 170 municipalities and 16 subregions, under the Territorial Approach to Peace and in connection to the Rural Reform underway. The Future Zones on the other hand, target five subregions within the PDET where security conditions decline, and illegal economies proliferate, hindering the sustainability of the process. Ongoing cross-sector efforts support the effective socio-economic reintegration of former combatants and their families to their receptor communities, and the Integral Reparations Plan for victims of the armed conflict. In connection to this, aided by the international community, the country has advanced in the design of policy actions that foster social reconciliation, as well as a human security approach to the prevention of youth involvement in conflict and overall conflict relapse and escalation.
4. UNITAR has been active in Colombia since December 2014, when its team and The Roméo Dallaire Child Soldiers Initiative in partnership with Ciudad Don Bosco (CDB) implemented the first project phase of the broader "Pintando el Futuro" project, whose overall objective was to support the Colombian peace building agenda and the implementation of the Agreement signed between the government and the Revolutionary Armed Forces of Colombia (FARC). Part of these efforts includes the implementation of the "Youth-led Peace and Reconciliation in Colombia: A Transformational Approach" project.
5. The evaluation was conducted between August and October 2020. One field mission to the Department of Antioquia was also conducted from 1-5 October. While the evaluation covers the 2019-2020 phase, the desk review considers the results and trajectory from the previous Pintando el Futuro phase (2016-2018).

## II. Project description, objectives and development context

### Project Description

6. The project seeks to contribute to the ongoing peace and reconciliation efforts in Colombia using a three-component strategy that addresses: the prevention of forced recruitment of at risk children and youth, and reintegration of former child soldiers (component I); strengthened capacity of young people in marginalized communities to act as agents of positive change in their direct environments (component II); and support to reconciliation efforts in the country through building historical memory of conflict affected communities using arts and storytelling (component III). The project's direct beneficiaries are professionals (social workers, psychologists, others) and educators from grassroots and partner organizations, teachers, youth and their families, and the broader community in areas of implementation.
7. The previous phase of the project ("*Pintando el Futuro*"<sup>1</sup>) focused on the prevention of forced recruitment and support to the reintegration of former child soldiers, using comics and arts as a methodological tool. This present phase (2019-2020) builds on this model, expanding the scope to components II and III, as well as the outreach of beneficiaries and their geographical location, in a continued partnership with CDB as main implementing partner. Both phases have been funded by the German Institute for Foreign Relations (ifa) zivik.
8. In addition to the umbrella agreement with CDB, agreements were signed with two additional local organizations *Fundación Escuelas de Paz* (FEP) and *Corporación Dimensión Génesis* (CDG), to join the project as partners to support the broadening of multiplication efforts with communities in Antioquia, Bogota D.C, Tolima and Caquetá.
9. The geographical scope was established for 20 departments and 37 municipalities of the country in both rural and urban communities with high conflict-related vulnerabilities. This scope, however, has been dynamic in terms of the type and extent of multiplication activities implemented by the master trainers and affiliated organizations in each territory. By the time data collection for the evaluation ended, the project's scope included 21 departments and 56 municipalities of origin of participants in the master and TOT trainings, and 14 departments and 38 municipalities where activities with communities have been conducted across the three components.

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<sup>1</sup> UNITAR's Division for Peace and the Roméo Dallaire Child Soldiers Initiative implemented the pilot stage of "*Pintando el Futuro*" from 2014-2015 in partnership with Ciudad Don Bosco.

### III. Project design logic and theory of change

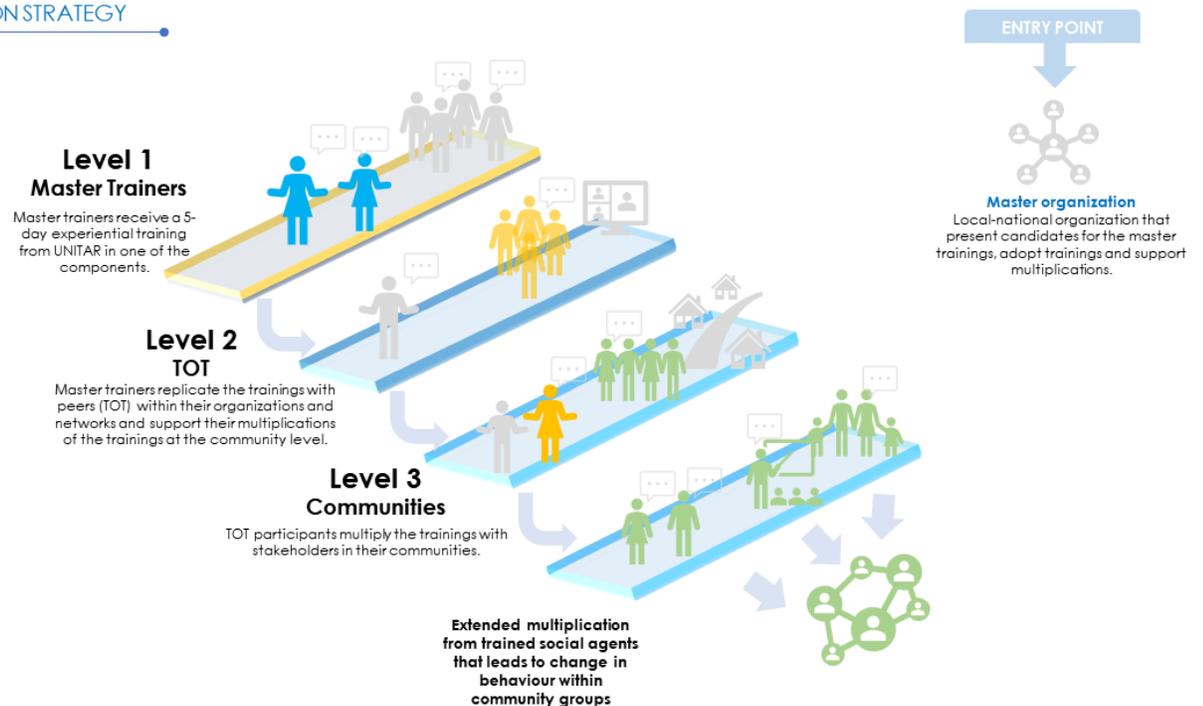
#### Project design

10. The project develops and applies a three-level capacity building and multiplication approach to each of its components. In the first stage, participants nominated by local and national organizations take a four-day Master Training (MT) course. The master trainees are then expected to conduct afterwards at least one Training of Trainers (TOT) multiplication with peers from their respective organizations or schools, at the second level of multiplication. TOT participants multiply and adapt their knowledge using the methodology of the corresponding training received at the community level, including outreach to families and youth. This progressive multiplication approach involves targeting different beneficiary groups in the second and third stages, centering efforts in capacity building (CB) of educators, teachers, social workers, psychologists and other professionals for the Master Training level as core multipliers. Figure 1 portrays a visual representation of this multiplication strategy.

Figure 1. Three-level training multiplication strategy of the project.

YOUTH-LED PEACE AND RECONCILIATION IN COLOMBIA: A TRANSFORMATIONAL APPROACH PROJECT

#### TRAINING MULTIPLICATION STRATEGY



11. The Specific Objectives (SO) and outputs in the project’s logframe are structured in the same component logic of the project’s strategy. As such, each SO is set forth to measure performance and results obtained from the trainings developed and the use of the toolkits as the main methodological device in the multiplication approach. Table 1 summarizes the SOs:

Table 1. Project goal and objectives. Source: Project logical framework

<b>GOAL: The project contributes to the ongoing peace and reconciliation process in Colombia through strengthening the resilience and conflict prevention capacities of at-risk youth, families, marginalized communities, and the broader society.</b>		
<b>SPECIFIC OBJECTIVE I</b>	<b>SPECIFIC OBJECTIVE II</b>	<b>SPECIFIC OBJECTIVE III</b>
<b>COMPONENT I PINTANDO EL FUTURO</b>	<b>COMPONENT II VIAJES DE HÉROES Y HEROÍNAS</b>	<b>COMPONENT III PERSPECTIVAS DE PAZ</b>
Local communities are better able to help prevent the re-recruitment of at-risk children and youth and support the reintegration of children and youth formerly associated with armed groups and criminal gangs through the use of the strategies/tools included in the educational toolbox “Pintando el Futuro”.	Young people in marginalized communities are better able to act as agents of positive change in their direct environments using strategies/tools included in the gamified educational tool “Viaje de Héroes y Heroínas”.	Local communities and families are better equipped to support the ongoing reconciliation process in the Colombian society using storytelling and historical memory building strategies/tools included in the educational toolbox “Perspectivas de Paz”.

### Theory of change

12. The evaluator was not provided with a clear-cut theory of change (ToC) that outlines the pathways and the hypothetical causal, if-then linkages between the strategies and the outcomes as inputs contributing in the short, medium and long-term to the overall project goal. Project management indicated that the project design and measurement framework based on evidence obtained during the pilot phase and was tested to reach the envisioned objectives. During data collection, an Outcome Mapping workshop was held with the project team (see methodology) which provided valuable insights through the collaborative design of outcome trajectories for each component. Using this information and context provided in the project’s monitoring and evaluation (M&E) framework, the evaluator reconstructed a ToC, not without clarification that further validation and refinement is necessary for this to fully reflect the hypothesis underpinning the project’s logic.

13. The ToC establishes three core pillars that contribute to peace and reconciliation and the prevention of conflict relapse: 1) prevention of forced recruitment and re-recruitment of children and youth by illegal armed groups; 2) increased youth agency and leadership to act as agents of change in peace building and conflict resolution; and 3) the reparation of the social fabric deeply

affected by the long-standing violence through the reconstruction of historical memory as a mechanism for collective and individual healing and resilience. Thus, the ToC narrative links these pillars of change in a causal trajectory that underpins change to the mobilization of social agents in a bottom-up/top-down transformative approach, where **key agents are identified, trained and provided with the technical, methodological and logistical resources to reach out to peers and communities**; facilitate encounters to promote new cultural and historical narratives of peace; and raise awareness about the individual and collective responsibility of citizens and communities in bringing about sustainable peace. The logical chain of pathways conducive to change is described as follows:

**Pathway 1)** If teams of professionals, teachers and youth are transferred skills and knowledge using participatory methodologies and activities, then they will be able to replicate training and raise awareness among children, youth, their families and communities that help prevent the (re) recruitment of children and youth by armed groups and criminal gangs. **If these replications are conducted as expected, then the individuals, families and communities targeted will understand these risks and will apply protective practices that reduce the likelihood of recruitment and co-action of children and youth in fragile contexts.** The trainings, being theatres of dialogue that foster inter-reliance and empathy, will strengthen the sense of community and cohesion amongst issues like forced recruitment and its impact in the collective.

**Pathway 2)** In conjunction, **if children and youth's abilities are strengthened around the awareness of risks in their environment and the importance of self-care, then they will be able to take measures that counteract these risks.** Being able to apply self-protective measures will also contribute to their awareness of the importance of helping their peers understand these risks and thus use their agency effectively to drive social change and peaceful coexistence in their environments, leading to more peaceful communities. Also, if teachers and teams of professionals are able to reinforce these tools and concepts in educational settings and with the families, then the likelihood of sustained change increases as the social fabric surrounding children and youth enables their participation and fosters protective environments.

**Pathway 3)** In order to produce change that is sustainable and consider the individual collective grievances of communities in the aftermath of conflict, the ToC establishes that **if individuals are given safe spaces to enter in dialogue about their shared memories of conflict and they share ways in which it has impacted their lives as individuals, then this will impact their narratives of conflict and peace, and their outlook of these events so there is less probability of reoccurrence.** If persons are also able to share their experiences through storytelling in intergenerational exchanges, then these stories are reconstructed as the historical memory of the community, impacting the knowledge and awareness of youth as well of these events as part of the trajectory of their communities, fostering empathy and changing possible discriminatory or exclusionary narratives of the others based on their past experiences. Furthermore, if these activities use innovative methods that enable dialogue through cultural mechanisms and art as catalysers, then people will feel more open to share their stories and increase their willingness to connect with alternative narratives in the stories of others.

## IV. Methodological aspects

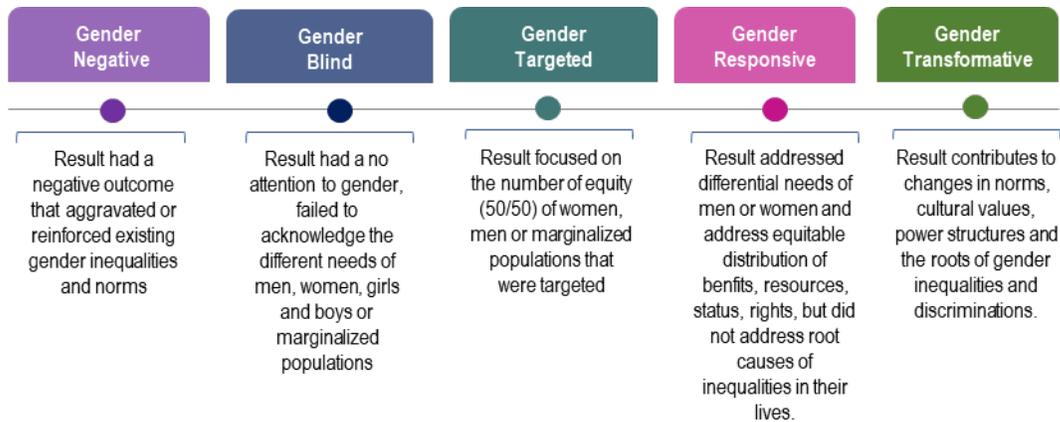
### Evaluation approach

14. The evaluation used a formative approach that favours utilization focus, participation and user adoption of the findings through collaborative inquiry. A mixed methods approach to the design of data collection instruments and analysis was also used in combination with desk review and in-depth interviews in search for contributions attributable to project strategy and implementation, and the enabling and hindering factors in the results evidenced. Furthermore, the evaluation followed a do no harm approach for which all measures were taken to ensure the safety and well-being of participants during the in-person focus groups and interviews. For the focus groups held with youth under 18 years of age, the partner organizations (CDG and CDB) provided written consent from parents/legal guardians for participation and use of information.
15. The evaluation considered all elements of complexity in the project implementation and the evaluation as such. First, the methods and questions were adapted to include the identified heterogeneity of composition of stakeholder groups, particularly at the beneficiary level, ensuring they would be applicable in rural and urban contexts, as well as to the different age groups, mainly youth and the elderly.
16. In examining the underlying causes of change and the drivers of impact in the project, outcome mapping was used to triangulate the change trajectories as identified by the project team, contrasting them with those obtained from beneficiaries and partners.
17. To assess gender mainstreaming across the project components, the evaluation considered two complementary measures:
  - a. The project's gender marker, which was reported with a **score of 2** in the UNITAR Programme Budget, as defined as follows<sup>2</sup>:
    - A significant contribution to gender equality and the empowerment of women (GEEW) as a result of this output/project where GEEW is integrated as a main component and should be described in the project document narrative.
    - At least 50 per cent of the activities under this output/project promote GEEW.
    - Significant contribution to GEEW is expected as a result of this output/project.
    - The primary focus of this project is not GEEW, but GEEW is integrated as a main component and should be described in the project document narrative.
    - Project personnel working this output/project must have good gender knowledge.
  - b. The UNDP Independent Evaluation Office's gender results effectiveness scale (GRES). The GRES classifies gender results into five categories: gender negative, gender blind, gender targeted, gender responsive, and gender transformative.

Figure 2. UNDP IEO gender results effectiveness scale. Adaptation from UNDP

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<sup>2</sup> Source: Guidance note – Gender Marker. UNITAR.



## Data collection methods

18. Three online surveys were deployed to participants of the master and TOT training courses using the [Kirkpatrick Evaluation Model](#) at the levels of learning, behaviour and results. For the TOT group two databases were received at different points of the evaluation period, thus they were given distinct survey IDs (F001-TOT and F002-TOTV). Also, since it was noted that the second database contained names of participants in trainings held virtually, two additional questions concerning virtualization were added (See Table 2). All methods used were designed and applied in Spanish as the native language of participants.
19. The surveys were deployed to a sample of **423 participants**, with a total of **97 responses** received for a **response ratio of 22.9 per cent**. Tables 2 and 3 show the disaggregated data of all instruments applied. During the evaluation period participants received a weekly reminder to respond, with additional support from the local project staff sending reminders via WhatsApp to beneficiaries from the master training group.
20. Qualitative data was collected using a combination of methods based on the stakeholder classification and level at which they were involved in the project or could inform the evaluation for the different criteria established. This included key informant interviews (KIIs), used mainly for partners and strategic allies in the multiplication strategy (those with non-binding agreement); non-participant observations of trainings both virtual and in-person, focus groups conducted during fieldwork in Antioquia, and in-depth interviews with participants at the three levels (Master, TOT, and communities). The insights obtained from interviews were aggregated and categorized and coded using evaluation criteria and emerging codes in Quirkos™, further it was triangulated with survey results and contrasted with the views of project staff collected during the outcome mapping for each outcome/component.
21. The evaluator designed and facilitated an [outcome mapping workshop](#) with some of the project management staff. The workshop and its results were used in three-fold manner: 1) as a method of contrast; 2) as a catalyser of self-reflective analysis and learning, placing a focus on change and contributions rather than outputs or project metrics; and 3) as a method that promotes adaptive management through self-evaluation.

Table 2. Surveys deployed to participants in master trainings and TOT

Instrument	Code	Type of Respondents	Number of questions	Sample size	Total responses	Ratio of response
Survey	F001-MT	Participants in the master trainings	15 + sub questions	77	29	36.7%
Survey	F002-TOT	Participants in the training of trainers (TOT)	15 + sub questions	289	57	19.7%
Survey	F002-TOTV	Participants in the training of trainers who also participated in virtual trainings	17 – same as F002-TOT, plus two questions for participants in virtual trainings.	55	11	20%

Figure 3. Component/training received by respondents

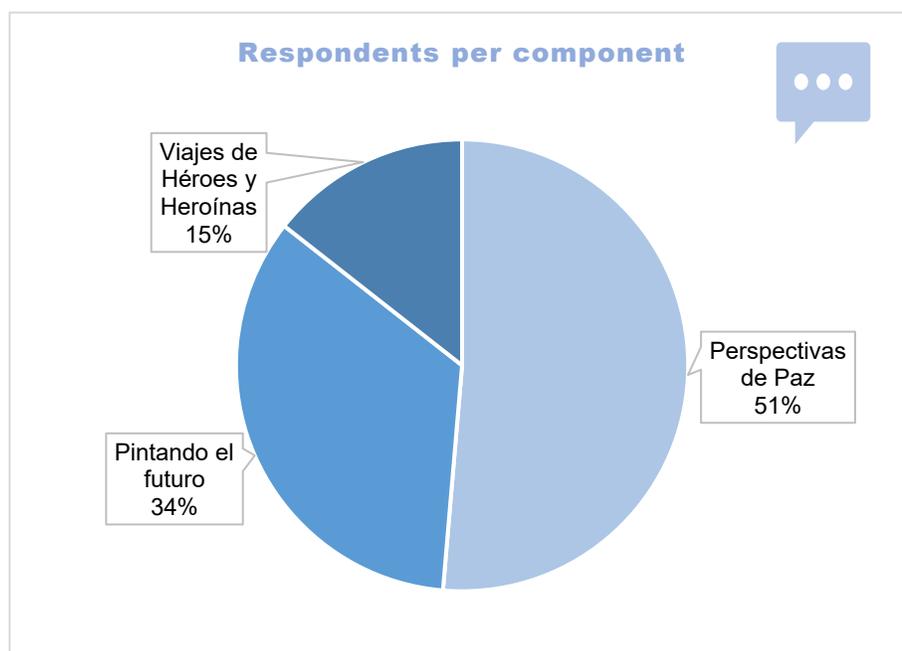


Figure 4. Gender of respondents - consolidated data

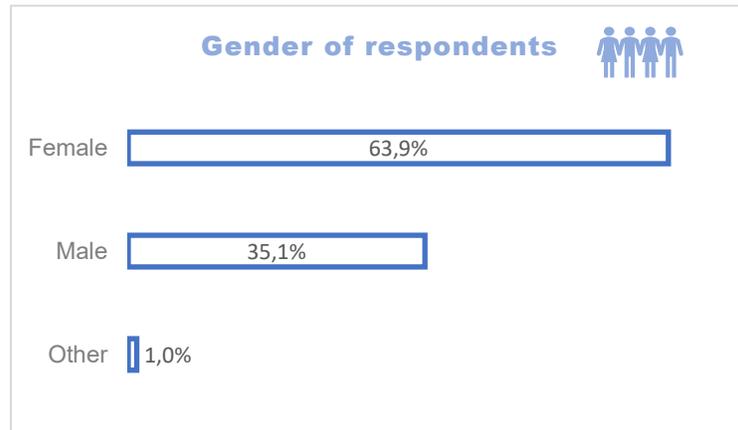


Figure 5. Area of work/occupation of respondents

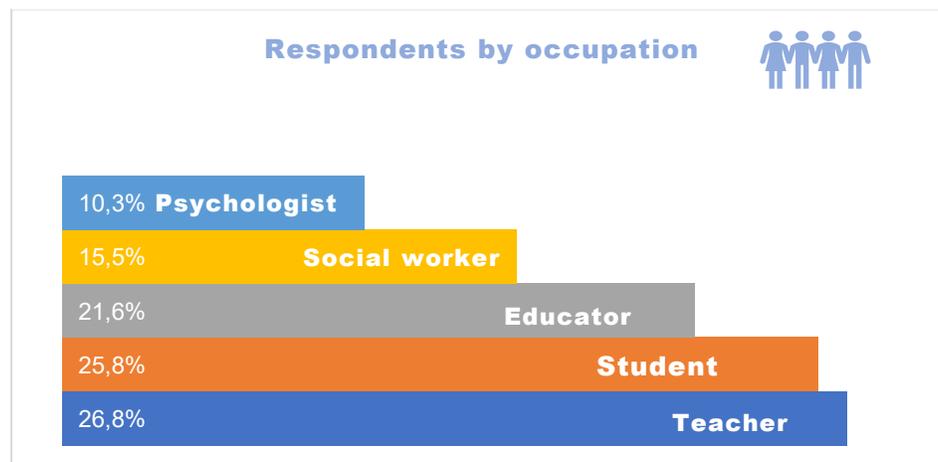


Table 3. Qualitative instruments and sample

Instrument	Description	Total conducted	Component	# per component
<b>Key Informant Interviews</b>	Partners and key project stakeholders	7	NA	NA
<b>In-depth interviews</b>	Participants in the master and TOT trainings	20	I	5
			II	6
			III	9
<b>Focus groups</b>	Conducted during field work in Antioquia	3	I	1
			II	1
			III	1
<b>Non-participant observation</b>	Virtual and in-person	2	I - II	
<b>Outcome mapping workshop</b>	Participants from project staff	1	I, II, III	NA

## Limitations

22. The evaluation encountered three major limitations. First, restrictions for travel and social activities due to COVID-19 pandemic limited access to participants and thus the possibility for a more regionally diverse fieldwork sample. This also impacted the number of observations conducted since there were fewer in-person activities and trainings. As a mitigation measure, virtual non-participant observation and in-depth individual interviews were conducted via Zoom or by phone.
23. Second, since the project is ongoing, the information received on budget implementation and performance indicators was not entirely summative and thus, some of the contributions and impacts observed are preliminary, based on evidence from data collected and partial project metrics. In consideration of this, there was also an increased focus on usefulness of the findings to enable reflection and adaptation that could benefit further project phases and peace support actions from UNITAR and stakeholders in the country.
24. Third, a ToC and criteria for the evaluation of outcome indicators to assess what is understood as behaviour change markers were lacking. A ToC is an essential input to establish what is intended as change, the inter-connectivity of components in the change trajectory, and the core assumptions established per component and overall. Furthermore, a ToC should guide the design of impact indicators that aid measures beyond the performance level, promoting adaptive management.

## Key evaluation questions

25. The evaluation assesses the relevance, effectiveness, efficiency, coherence, sustainability and anticipated impacts of the project with three principal questions:

**Question 1.** What are the project's main identifiable contributions to the ongoing peace and reconciliation process in Colombia through the strengthening of resilience and conflict prevention capacities of at-risk youth, families, marginalized communities and the broader society?

**Question 2.** What are some of the causal links established between the activities and the observable results for each specific objective/component of the project, and how or why have these contributed to anticipated impacts at the level of the overall goal?

**Question 3.** What are the factors hindering or enabling results in each SO and what lessons can be drawn for further or continued interventions?

The complete set of questions, including sub questions for each criterion, is attached as annex 2.

## V. Key evaluation findings

### Relevance

Is the project reaching its intended individual and institutional users and are activities relevant to the beneficiaries' needs and priorities, and designed with quality?



#### Project relevance to UNITAR Strategic Framework and SDG 16:

26. The project goal is relevant to and aligned with UNITAR's strategic framework and in particular "Strategic Objective 1: Promote peace and just and inclusive societies" and specifically to the SO 1.1 "Support institutions and individuals to contribute meaningfully to sustainable peace". The project's methodology and contents are highly focused on capacity building of participants to act as agents of change within their contexts and contribute to achieving more peaceful communities. Training and multiplication processes occurring during implementation are enablers of experience sharing and knowledge transfer and exchange, which are also consistent with UNITAR's core functions.
27. Overall, the nature of the project and its intended impacts at the SO and goal levels are well established within Sustainable Development Goal (SDG) 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels. The outcomes also indicate relevance with targets 16.1 and 16.2 which aim at "significantly reduce all forms of violence and related deaths" and "end abuse, exploitation, trafficking and all forms of violence against children", falling into indicator 16.1.2., related to the decrease in number of conflict-related deaths. In addition, the contents and SO in Component I directly targets 8.7, "elimination of forms of child labour, including recruitment and use of child soldiers".

In this sense, the intervention is also connected to SDG 4, target 4.7., that refers to the promotion of knowledge and skills for a culture of peace and non-violence. The trainings include topics that relate to the understanding of peacebuilding as a common effort where individuals take responsibility through their day-to-day interactions with others, emphasizing protection of children and youth and promoting the knowledge of and application of Human Rights. Furthermore, the project shows a clear focus on addressing the individual and collective dimensions of conflict and conflict resolution and the use of mechanisms that foster resilience and reconciliation in communities historically impacted by violence in the country, in particular Pillar 8: Reconciliation, Conflict Resolution and Peacebuilding of the Territorial Approach to Peace.

28. **The project's objectives were identified as relevant to the country's current peacebuilding efforts in several ways.** First, the localized and community-based implementation strategy aligns with country's efforts to advance a territorial peace approach<sup>3</sup> that is inclusive, participatory and rooted in everyday-peace practice amongst citizens. Second, all the departments in the project's

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<sup>3</sup> Paz con enfoque territorial.

geographical scope are included in the list of priority areas established in Peace Accords, and five<sup>4</sup> of these coincide with areas defined as priority in the country's peace and development policy, [Territorial Development Plans](#). Third, the trainings in all three components are consistent with the objectives set in Colombia's Peace Education policy<sup>5</sup>, and as observed by some of the respondents to the surveys, these have been a valuable tool for teachers in the design of their peace education and conflict resolution contents.

29. The evaluation found, however, that there is a less direct relevance of the project in the strengthening of capacities within government institutions that relate to the project's objectives. There were no specific direct alliances identified with the national and local governments, particularly those institutions in the education system such as the municipal and departmental Secretaries of Education, and the educations institutions, despite the participation of teachers as key stakeholders. While partners established connections with some institutions on their own, this was not strategically and systematically defined throughout the project cycle and across components. How a more targeted engagement of public institutions as stakeholders could enhance the potential outreach, impact, and sustainability of efforts by scaling up the work with teachers and youth within the educational system, as well as in overall peace and reconciliation efforts, remains to be addressed.

### Relevance for beneficiary groups

30. Overall, there was much recognition on the relevance of the trainings, with 48.9 per cent of participant respondents reporting the training to be fundamental to their work or activity, while 44.3 per cent found it very relevant. The qualitative categorization of accounts provided in the open question, indicate relevance in five dimensions for both MT and TOT:

Figure 6. Participant's perception of relevance of the trainings

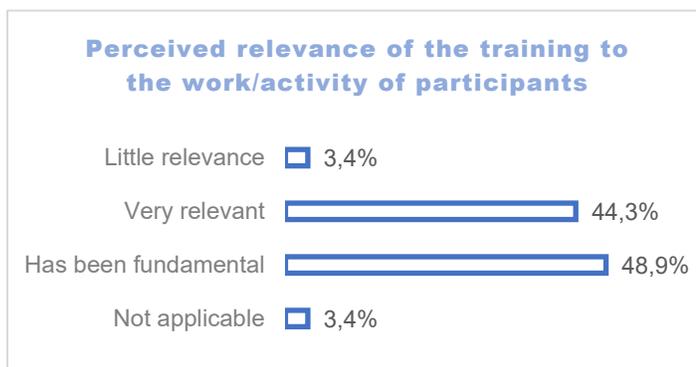


Table 4. Areas where respondents perceived relevance of the trainings

MASTER TRAINERS	TOT
<ul style="list-style-type: none"> <li>Quality, ease of use and content of materials received (toolbox).</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced teaching skills and methods that will facilitate their work with children and youth in schools and communities.</li> </ul>

<sup>4</sup> Sur del Tolima (Ataco, Chaparral, Planadas, Rioblanco), Arauca, Cuenca del Caguán y Piedemonte Caqueteño, Guaviare.

<sup>5</sup> The Law 1732 of 2014 establishes the mandatory creation of a Peace Education curricula in schools for elementary and secondary education.

<ul style="list-style-type: none"> <li>Enhanced facilitation and knowledge transfer capacities to conduct similar trainings with the target groups in their organizations and receptor communities.</li> </ul>	<ul style="list-style-type: none"> <li>Tools to address the complexity of their territories and the sensitivity of topics such as prevention of forced recruitment.</li> </ul>
<ul style="list-style-type: none"> <li>Awareness of conflict resolution mechanisms and methods.</li> </ul>	<ul style="list-style-type: none"> <li>Increased awareness of the other and their reality as shared problematics.</li> </ul>
<ul style="list-style-type: none"> <li>Strengthened relational networks with their colleagues and peers in their workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Broadened perspective of the work with youth at risk and other vulnerable groups in conflict-afflicted communities.</li> </ul>
<ul style="list-style-type: none"> <li>Better strategies and capacity to reach out communities with sensitive topics such as recruitment of forced prevention.</li> </ul>	<ul style="list-style-type: none"> <li>Personal growth.</li> </ul>

31. The tools transferred during trainings were described as of good quality in both design and content and were seen as aiding the learning process and eventual multiplications conducted by the participants. The trainings were considered to provide valuable knowledge and adaptive methodologies to work with the recipient communities in all three components. Eighty-four per cent of respondents indicated the toolbox facilitated learning for participants in the multiplications and the guidelines provided in a very clear methodological sequence, made it easier for facilitators to replicate.

32. While contents were found relevant and useful to participant in their contexts of application, some respondents highlighted the importance of creating a separate guide for facilitators that develops in more depth the conceptual frameworks associated to the topics of training. For example, some respondents in the university students TOT group and master trainers suggested to add more content on “institutional architecture and norms” for the reintegration of child combatants and prevention of forced recruitment in relation to Component I – Pintando el Futuro. The same comment was made by some participants in component III, who suggested adding more to the understanding of the concept of historical memory and the broader notions of reconciliation beyond the individual dimension.



#### RELEVANCE

*“This project has been fundamental to building collective action and resilience in our team. It provides tools that enhanced our capacity to contribute to the [Post-accords] normalization stage in the country. This training had also a very relevant role in my life as a common citizen and from a professional stand-point, since it motivates me to continue supporting peace in a society that has been so impacted by frequent waves of violence. Lastly, as a victim of the conflict myself, I would like to bring this training to many corners of the country. It would be very beneficial”.*

(Respondent to the TOT survey).



33. Sustained relevance and applicability require consideration of how the COVID-19 pandemic will impact training application and multiplications by participants. Moving from face-to-face to online delivery of the trainings is a good departure point, but it is likely that further adaptations, including additional training and materials, are needed to improve the trainers' abilities to facilitate learning in virtual formats for the case of rural communities. Further information about this is added in the [COVID-19 section](#).

## Coherence

To what extent is the project coherent with relevant policies on peace and development, complementing other programmes and projects and adhering to international norms and standards?

### Do no harm and human rights approach

34. The contents are compliant with human rights approaches that promote knowledge and respect for the rights of children, youth and vulnerable groups within this spectrum. In all project components, participants are transferred knowledge about the rights of children and youth, including the dispositions of the UN resolution 2250 on Youth, Peace and Security, the Convention on the Rights of the Child and the critical role of youth in peace building and stabilization.
35. Furthermore, the contents and activities show a clear focus on raising awareness about possible discriminatory practices and transforming attitudes and behaviours that promote stigmatization of persons based on their preferences (religious, cultural, sexual), personal history (former combatants) or place of origin. Likewise, the contents reflect on the ethnic diversity of the country and the need for inclusion of minority groups such as Indigenous Peoples.
36. However, the evaluation identifies that given the personal nature of exchanges occurring during the trainings, there is a [need to transfer concepts and methodologies that help facilitators at the TOT and master level deal with the emotional load of participants](#) when sharing their traumatic experiences with the group. It was visible how at different times during observations of virtual and in-person training that participants experienced distress while reliving past victimizing events and their life stories in general. During the interviews, participants (TOT and MT) expressed a lack of feeling prepared to respond to these events, and some of them recalled feeling “very stressed” and “helpless” for not knowing how to react before persons facing emotional distress during the trainings.
37. The training contents could be strengthened by including specific components or activities addressing the above-mentioned scenarios during workshops. Revising these to introduce some basic guidelines for [psychological first aid \(PFA\)](#) that could be applied by trainers enhance the gender, culture, and age sensitivity of the strategy.

38. Discussions with project staff also show the need for [professional\(s\) with qualifications in the psychology or social work field to be](#) added to the project team. This expertise made available to participants during the trainings and throughout the multiplication phase will support skills and confidence to apply PFA, improving their response to these events in a way that avoids possible re-victimization of participants, or deepen their emotional distress.

## Gender mainstreaming

39. The evaluation identified the project as [gender targeted and responsive](#) for the most part. The section on gender analysis introduced in the M&E framework<sup>6</sup> did not contain an elaborated and detailed analysis of the gender aspects of the contexts of intervention (i.e. impact of conflict on girls and women with gender differentiated information), or context-based needs analysis from the baseline that identified the contextual constraints and opportunities in relation to gender equality and the way in which women and girls experience conflict and peacebuilding and the challenges facing girls and women in the communities most impacted by conflict and violence.

40. There are three direct and one indirect<sup>7</sup> gender-sensitive indicators added in the logframe: two associated with SO I, outputs 3 and 4, and two for SO II, outputs 1 and 2. While not explicit in the logframe, the M&E framework developed additional indicators per component and learning/evaluation questions, aimed at measuring overall participant's understanding of a gender inclusive approach, and other specific gender aspects of children and youth involvement in violence and at risk of forced recruitment.

41. The measurements also target participation (number of female/male participants) and equal access to materials. To a large extent, the primary data received during the desk review on project metrics targets the measurement of the share of male/female participants in the activities. Gender disaggregated [data has been consistently gathered](#) in the attendance forms and reported in the databases. The data shows that in all components the percentage of female participants is [equitable or superior](#) to that of the male participants as shown in Figure 7.

42. Participants' evaluation forms used do not target all qualitative result indicators for the gender perspective CB in a clear way, and there was no substantial evidence provided of qualitative or quantitative data analysis from self-assessments or other verification methods (focus groups, interviews) to assess the results for all the indicators established.

43. As for the training materials, there are targeted activities that outline elements of the gender approach established in the M&E framework. C-I has a dedicated module named "gender perspective", where two activities (voting with the feet and participatory theatre) guide

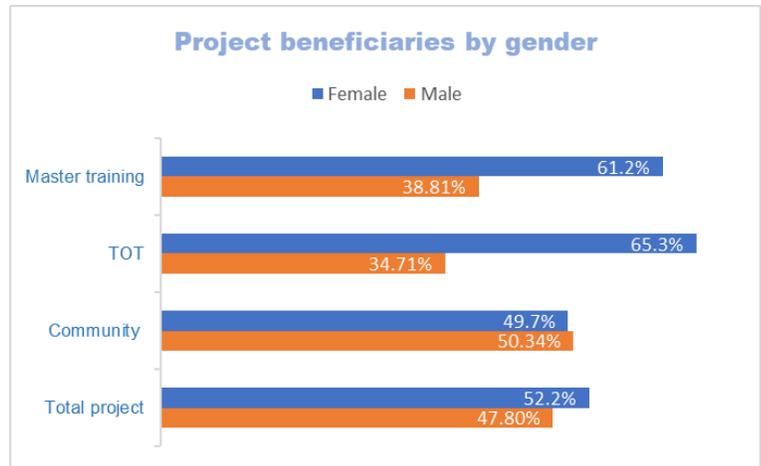
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<sup>6</sup> Version dated August 18, 2020.

<sup>7</sup> Gender-sensitive indicators: SO-I Output 4, SOII – output 1, SOII – output 2. Indirectly addressing gender: SOI -output 3.

participants to reflect on aspects of gender identity, roles and social norms impacting gender equality within families and communities. Component III for educators has two targeted modules and activities: myths and realities about violence and identity box, where there are specific references to Gender Based Violence (GBV) and aspects that shape gender roles, norms, and individual identity. However, there is no conceptual development of these concepts, or a guide to understand gender perspective in a holistic way, including intersectionality.

Figure 7. Share of female/male participants in project activities.



44. The review of training materials, reports and triangulation in interviews and focus groups indicated no evidence that capacity building and effective measurement of participants' capacity to understand and apply a gender approach to their day-to-day activities were inherent to the strategies despite the indicators that target results in gender related dimensions. There is a lack of strategic and conceptual intentionality to address core aspects of gender parity, inclusion, and participation in peace building from a CB perspective.
45. Thus, no evidence was found of a **transformative gender approach integrated across all components** and clearly reflected in programming, budgeting and indicators. Particularly, no **structured conceptual framework for gender-based capacity** that could drive positive changes in social practices impeding girls and women from achieving their full potential in the aftermath of conflict within the Colombian context was identified. This was further contrasted with the observations of the way in which facilitators (Master and TOT) guided conversations deeply rooted in the female experiences of conflict, for example, the sharing of memories of physical and psychological abuse experienced by adult and young women present during the "body map" activity for C-I. Project management has indicated progress towards including a gender advisor to make sure that budget and overall project design is aligned with a gender responsive and transformative strategy.
46. Though UNITAR's Gender Marker indicated score 2 "Outputs/Projects that have gender equality as a significant objective", the evaluation only identifies it as partially addressed in project design through the specific indicators, evaluation questions and measurement instruments. Likewise it is introduced in core aspects of the trainings, promoting participants' self-reflections around gender inequalities, stigmatization of former girl combatants, prevention of GBV and the extended roles of families and communities in ensuring the positive development and access to opportunities of girls and women. Less was evidenced in relation to "empowerment of women as a result of this project", and in terms of CB of female/male MT

and TOT to transfer these contents with a clear understanding of concepts and forms to apply gender scoping, analysis and mainstream gender to activities conducted across their beneficiary groups, as identified in all interviews conducted:

*“There was a reference to gender in the activities, but I don’t think this was an emphasis of the project”.* Participant interviewed from C-III.

*“I think we had important reflections about gender, but not very developed as a concept in the training”.* KII interview with implementing partner.

*“The gender approach is something that we as organization have introduced as cross-cutting to our activities, but not precisely because of this project. [...] We were already doing this”.*

47. [Resolution 1325 on Women](#), Peace and Security “urges all actors to increase the participation of women and incorporate gender perspectives in all United Nations peace and security efforts”. The resolution provides important mandates and guidelines to protect women and girls in situations of armed conflict, and their crucial role in the maintenance of peace, conflict prevention, and resolution. It is advised that project management and partner organizations consider aspects of this framework that apply to the components and could help make visible and impactful a gender perspective within and across each of the SO.

#### Coherence in relation to the previous phase

48. The current phase expands on efforts from the initial phase, building on component I – Pintando el Futuro, with continued implementation of this training in the current phase, adding complementary efforts that address other dimensions of peace building and reconciliation, such as youth-peace-agency, family and community resilience and historical memory. The programmatic design has visibly widened the geographic scope and increased the participation of other beneficiary groups and vulnerable populations.
49. Furthermore, during this phase the project has extended its outreach to organizations beyond the Salesian network, which has noticeably impacted the scope of implementation and multiplication at the community level and thus the potential for local ownership of results.
50. Some participants from the previous phase have also continued their work as facilitators or contributors in this phase, especially in Antioquia. Their expertise has added value to the continuity of efforts and knowledge transfer to new facilitators, as well as strengthening their capacities with the additional trainings. This hints at the importance of strengthening networks of facilitators from MT and TOT trainings, promoting peer-mentoring and knowledge exchange throughout the following phases, should that be the case.
51. The expansion of UNITAR’s presence in other territories has also raised new demands for [adjusted protocols that ensure the safety of persons participating in trainings](#), specifically in rural areas where violence is rapidly increasing. While the target indicators have been met numerically, the observations from interviews show that in various cases communities have expressed their concerns over the use of some of the material, such as the comic books (C-

l). This has led facilitators to suppress their use and adapt contents to reduce risks. The comic books are at the core of the methodology used in the component I, however, the explicit nature of some topics was seen by some participants as potentially drawing attention from armed groups surveillants in their communities. This quote from one of the interviews exemplifies this statement:

*“We have stopped using the comic books because things are getting tough around here. The contents are very straightforward with regards to youth non-involvement with armed groups and that could be perceived as threatening by armed actors in these communities. [...] The leaders have asked us to remove the use of the comics, which has led to implementing other activities from the training”.* Key informant interview with member of implementing partner organization.

52. The above-mentioned insight does not rule out the educational and didactic relevance of the materials but draws attention to the importance of a do no harm protocol that clearly specifies the safety measures and mitigation actions that should be put in place at the time that provides facilitation guidelines for alternative content adjustment when needed.

### Synergies and institutional coordination

53. Overall, UNITAR relied on the implementing partner’s networks to broaden scope of activities and outreach of beneficiary groups at the community level in conflict afflicted areas. This is consistent at some extent with the project design, which gives partners considerable freedom to identify and select the participants in multiplications and establish other alliances (donors, local institutions, other local organizations) as deemed appropriate.

54. During this programme cycle, UNITAR coalesced with the United Nations Verification Mission in Colombia, with participation of four Mission’ team members in the Master Training for C-III. Their participation yielded results in three main areas:

- a. Direct reach of youth in territories where the demobilized FARC combatants have settled (Former ETCR<sup>8</sup>) in the departments of Guajira, Guaviare (San José del Guaviare), and Cesar (La Paz y Manauere). The activities conducted by the Mission members were identified as the only ones directly targeted at former FARC child soldiers or children of former combatants living in the ETCR.
- b. Use of the Mission’s platform and acumen of experience to generate spaces where youth from the ETCR and the surrounding communities gathered to work together for the trainings and could also transform their views of the others supporting community reconciliation and reintegration.
- c. Additional capacities and tools transferred to the Mission’s staff, which have enabled them to develop actions that engage the children and youth from the FARC with youth from receptor communities.

55. The key informants interviewed from the Mission referred to the usefulness of [the trainings and how these have provided added value to the work they do by giving them strategies and](#)

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<sup>8</sup> In English, Territorial Spaces for Training and Reincorporation.

[knowledge to work with youth in complex contexts](#). However, informants recommended a formalized agreement that helps institutionalize these trainings and the required multiplications. One of them referred to the low support from supervisors within the Mission to carry out the multiplication, which made it difficult to obtain clearance for field activities in these areas.

56. No other synergies were identified with actors across the spectrum of donors, including those from the German cooperation (donor) and the UN system. In the case of the former, the representative from the donor indicated there are not currently projects in their country strategy portfolio that coincide with the SO of this project for which articulation was not expected to occur in this phase. However, given the limited operational capacity of UNITAR in the country and the broad portfolio of programmes advanced by the UN that aim at supporting peace and normalization in Colombia, UNITAR's efforts could benefit from identifying avenues for collaboration and coordination with other agencies, mainly from those UN programmes and teams [working in PDET territories and the communities where the former FARC members have settled](#) and those addressing youth violence prevention in conflict afflicted areas (UNICEF, UNODC, UNDP), thus maximizing human and financial resources to boost the impact of under Specific Objective I.
57. Additional collaborations were identified as non-intended results coming through the extended networks and ongoing projects of implementing partners with other organizations. Fundación Escuelas de Paz, for example, joined efforts with the University of Tolima and the United States Agency for International Development (USAID) to broaden the scope of multiplications with youth networks in the Department of Tolima. Likewise, they connected with the Agency of Reincorporation and Normalization and UNICEF, replicating the *Perspectivas de Paz (C-I)* training with government officials in charge of community reintegration of former combatants. Project management also indicated collaboration with the Secretary of Education from Belén de los Andaquíes (Caquetá), through the alliance with FEP. The agreement enabled the work with La Mono Educational Institution for component III.
58. There are several examples of similar articulations, which hint at the importance of local organizations to extend the multiplying factor of trainings and propel sustainability beyond the project cycle using their existing platforms.
59. While there is an observed efficiency and effectiveness in the direct establishment of alliances by partner organizations and other master organizations, it is also important that UNITAR [keep track of these alliances and its outcomes](#), maintain institutional visibility as the principal implementing organization and ensure acknowledgement of the donor when applicable. It is also highly recommended that UNITAR and partners coalesce in a more outlined manner with other UN agencies of the country to widen the scope and strengthen UN capacity by transferring this knowledge to UN staff in agencies with relevant involvement in the project's areas of influence, such as UNICEF, UN Women, the Verification Mission and UNDP.

## Effectiveness

How effective has the project been in delivering results and in strengthening the resilience and conflict prevention capacities of at-risk youth, families, marginalized communities and the broader society? 

60. Overall, the project has been effective at producing the intended results under each SO. The quantitative targets established for each indicator have been either met or exceeded (see Table 6), except for the SO III where the [COVID-19 pandemic prompted changes that hindered the scope of activities at the community level](#), as described in more detail below. The methods applied for each of the components have proven to be effective as catalysers of learning and transformative change, generating appropriation of concepts and mobilizing individual action towards peace and reconciliation in the participant's social niche. The methodology is also identified as highly experiential and consistent with a participatory and inclusive approach that enables all beneficiary groups as active parts of the trainings and multiplications, respectively, and not merely recipients of knowledge transferred.
61. In general, participants described the experience with the [trainings as "transformative"](#) and enabling deeper reflections around their individual role in peacebuilding. Most participants in the interviews assert experiencing a [shift in their pre-conceived ideas](#) of the other and narratives that they identified as promoting stigmatization or alienation of persons based on their background. This was mainly emphasized by participants in the C-I and C-III. Observations of activities validated these affirmations, evidencing how the design of the trainings' activities were effective at promoting empathy towards the personal histories of co-participants and the impact these have in building collective peace and reconciliation identities.
62. Participants are asked to self-assess their learning after the trainings using the Kirkpatrick model for evaluating training at the reaction and learning levels. The results from participant questionnaires show overall increase in understanding of concepts transferred and achievement of learning objectives for all criteria. In the self-assessments, participants indicated their willingness to use their knowledge in their environment. This trend coincided for both MT and TOT. The application of post-training self-assessments has been consistent throughout the project implementation, aiding to the identification of learning outcomes and reactions post-training. The evaluation of trainings did not include objective assessments of learning and without which it is not possible to conclude whether capacity acquired includes accomplishment of all learning objectives. Consequently, certificates of completion were not awarded, not even in the context of the MT or TOT activities.

## [Effectiveness of the three-component strategy to achieve the results and produce transformative change](#)

### [The multiplying factor as an effective strategy](#)

63. The project's reconstructed ToC and the design of the strategies builds on the assumption that participants will be willing and able to replicate the trainings once they are qualified as Master Trainers. These multiplications should consequently enhance capacities that produce incremental transformations at the individual, organizational and community level aiding peace and reconciliation in different dimensions. Outputs established for each specific objective rely on the multiplications conducted by Master Trainers, becoming the pillar of this cascade-type of strategy (see Table 5).

64. In line with this, UNITAR through its local team and implementing partner CDB have made a substantial effort to support Master Trainers during and after the workshops to ensure they conduct the intended multiplications. Master trainers stressed their roles as “essential”, highlighting the team’s responsiveness and availability to answer questions before, during and after the multiplications. The WhatsApp group created with the MT constitutes a platform for communication that proves to be cost-efficient and effective for maintaining contact. Likewise, it fosters exchanges about shared experiences during multiplications. This has been particularly relevant and useful during the COVID-19 contingency.

*“We have a WhatsApp group where Vera, Viviana and James always answer questions we have. Their support has been invaluable to conduct the multiplications successfully”.*

In-depth interviews with Master Trainer, female.

*“Having a WhatsApp group has been very useful because we can observe how others have similar questions or experiences, and we can learn how other MTs have managed to solve it”.* In-depth interviews with Master Trainer, female.

65. The [methodological quality, technical soundness and clear presentation of content](#) in the toolboxes has aided multiplications and is seen as an enabling factor. Most participants suggested having the toolbox and materials at hand gave them more confidence to replicate within their contexts.

*“The toolbox and handbooks are very easy to follow. The trainings were very demonstrative, so I already knew how to replicate the contents based on what I observed in my training on how facilitators did it”.* Interview with Master Trainer, female.

66. Yet, not all Master Trainers have conducted multiplications on their own. The data obtained from the project metrics show that some of the trainees conducted multiplications in pairs and others did not report information about the use of the trainings in their organizations or communities. For a total of 77 participants trained as masters, a total of 44 TOT were conducted. The TOT on the other hand, carried out a total of 56 multiplications<sup>9</sup>.

Table 5. Number of master trainers and multiplications.

Component	Master trainers	TOT conducted by MT <sup>10</sup>	Community multiplications by TOT
C-I Pintando el Futuro	22	13	19
C- II Viajes de Héroe y Heroínas	15	9	14
C- III Perspectivas de Paz	40	22	23
<b>Total</b>	<b>77</b>	<b>44</b>	<b>56</b>

<sup>9</sup> Source: Cuadro resumen UNITAR. It is important to note that the project was still ongoing

<sup>10</sup> A total of 564 participants were trained through these TOTs.

## EFFECTIVENESS

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“This training transformed my view of the others, showing me how connected we are as a community, how similar are other persons’ stories to mine. I would say it made me more empathetic and willing to work with my community to move past our history of violence”.

“I understood that my history is also part of the memory of my nation, of my territory, and to what degree these memories shape the future of our country and impact our behavior towards the other”.

“I am 19 years old; I did not live the time of the worst violence in my community. During the multiplication, I was deeply touched to see how much suffering our elders have been through, how much hurt there is in their past. I cannot be indifferent; I know I have a responsibility as a youngster to prevent this from happening again. We are agents of peace”.

MT and TOT participants in the training  
Perspectivas de Paz.

”

multiplication while just over a third (38.6 percent) have not. Fourteen per cent said it is scheduled. Fifty per cent of the answers given to the follow-up open question asking why not, referred to the lockdown as the main reason and 31.3 per cent said there has not been an “opportunity” found to replicate within their communities. In the follow-up in-depth interviews, this “opportunity” referred in most cases to youth not attending school and people’s fear of gathering even in small groups due to COVID-19.

69. While participants felt the training received and materials prepared them to replicate, some master trainers interviewed (5) recommended there will be more in-person support during the first multiplication as this would give them more confidence to present the contents to their audiences and respond in a more precise way to questions from participants.

*“My perception is that I was able to implement 70% of what I received. Some things I just did not remember or did not feel confident to do. I reached out to a colleague who is also*

67. COVID-19 had a considerable impact on multiplications conducted, even though UNITAR created virtual adaptations of the trainings and pursued other strategies to support these activities. According to the projections<sup>11</sup>, 20 master trainers (out of total 77) have planned multiplications and 16 do not see viable to conduct activities in the short-term. It is important to note that the implementation of these multiplications could extend past the project timeline, ending in December 2020, making the traceability difficult. This information was contrasted with the survey, where 79.3 percent of respondents in the F001-MT group indicated they have carried out a multiplication while 17.2 percent said they have not. Only 3.4. per cent said it is scheduled. Reasons given for not having conduct multiplications referred to difficult access to communities, lack of connectivity, and unavailability of persons within their organizations because of their current workload.

68. For TOT participants surveyed in the first group (57) the percentages vary. A third (33.3 percent) have conducted a

<sup>11</sup> Source: Cuadro resumen UNITAR.

*a social worker, and this helped me sort out my weaknesses in working with youth in this vulnerable communities. [...] James from CDB provided a lot of support, as well as Vera and Viviana [UNITAR], but I wish one of them had been present". Interview with master trainer, Perspectivas de Paz.*

70. In terms of the effectiveness of the multiplication approach of the project, it is important to note that it has **variables impacting the extent to which this is feasible and applicable** to all cases after the master trainings end. While the results targets were achieved in the number of trainings and multiplications set as in the logframe, the variations in number of activities per master trainer could be associated to **various factors as possible enablers/inhibitors of the multiplication process**: 1) level of support from the master organization to the master trainer for the multiplications with peers; 2) capacity of both master and master organization to mobilize participants within their beneficiary groups around the topics; 3) perceived necessity and alignment that the master organization about the skills and knowledge transferred to the master trainer(s); 4) field of work/expertise of the master trainer, as it was observable the complementarity of skills acquired to those he/she already has leverages their capacity to replicate as well their confidence; and 5) period in which the training was taken (prior or after COVID-19 restrictions were in place).
71. This approach, however, requires adjustments to the monitoring and knowledge management system to have a better understanding and mapping of what is occurring in terms of adaptations made by master trainers to the contents, adoption, multiplications by the TOT and, particularly, the impact this has in producing the desired behavioural changes leading to more conflict-resilient communities.
72. All in all, the three-level multiplication strategy appears to be an efficient, empowering and incremental mechanism, although it also relies on exogenous factors beyond UNITAR and CDB's control. Perceptibly, the follow-up and close support provided by the project team and implementing partners (CDB, FEP and CDG) has been essential to the attainment of the multiplications conducted to date. However, the level of control that UNITAR and CDB have of the information on participation and use at the community level shows gaps and fewer control of the data obtained at this level. In this sense, the monitoring roles of the implementing partners support participant data collection but could benefit from additional capacity building to address M&E from a more technical and strategic perspective, adding to the consistent measurement of results at the outcome level and a better understanding of the heterogeneity of participants.

#### **Interlinkages of the three-component strategy and the methodology**

73. As stand-alone components, each of the trainings is relevant and highly regarded by participants as leading to changes for each of the SO. There is flexibility in participant organizations being able to take any of the trainings, but they are not required or offered to take all three of them. In the project's design logic, it is envisioned to have an impact in each

of the SO with tailored-made strategies and contents that address the complexity and depth required for each area of result, giving participant's freedom to take and adapt trainings to their needs and environment. Evidence obtained from interviews implies that this dedicated approach provides at the master level and [immersive experience that connects the audience with the topics](#) and the human aspect underpinning transformative changes. In the interviews participants highly regarded the time allotted to the training (four to five on average) as an important part of the experience.

74. Yet, this had some caveats when analysing the interconnectedness and mutually reinforcing character of the trainings towards the achievement of the goal. To understand whether there are systemic changes occurring as a result of the project, it is necessary to revise and refine the TOC proposed in this evaluation and establish the interlinkages between each component as a pathway that connects to the desired changes. Representatives from the organizations interviewed manifested their interest in having their professionals trained and certified for the three trainings, as they identified them as mutually reinforcing and complementary. However, this would require integrating some form of objective assessment of knowledge or skills into the trainings in order to award certificates of completion to participants<sup>12</sup>.

#### COVID-19 impact in project implementation and what this means looking forward

75. The COVID-19 pandemic has had both non-intended positive and negative effects in the project's implementation. The lockdown enforced nationwide in March 2020 prompted changes in the methodology and the project workplan for the C-III, *Perspectivas de Paz*. As the health crisis has evolved, the project team made timely adjustments in accordance with the demands in context and in close coordination with implementing partner, CDB.
76. The measures taken include the virtualization of the three components, making them available to the master trainers and their organizations for use with their beneficiaries. The release of these materials was not made long ago (August 2020), for which the use and effectiveness is difficult to assess at this juncture. However, the initial impressions obtained from interviews show that participants have found the materials easy to navigate and understand, praising the quality of the adaptations compared to the printed materials.

*"I really liked the virtual materials. Everything is there, in one place, and I was able to access materials for the other two trainings I have not taken. My only concern is that I am not familiar with virtual facilitation methods, and thus it will be important to add some capacity building for better implementation of these tools. Other than that, they have done a great job adapting the contents". Interview with master trainer, Viajes de Héroe y Heroínas.*

77. The COVID-19 pandemic brought to surface the critical importance of applying differentiated approaches to rural-urban application of the trainings. The use and availability of technological tools are limited in rural areas for which the expectation of conducting online or virtual trainings

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<sup>12</sup> UNITAR certification policy requires objective assessment for the award of certificates of completion. See Administrative Circular AC/UNITAR/2014/02.

was highly unrealistic. In some areas there is also very unstable of non-existing cell phone reception. This prompted creative adaptations from implementing partners and master organizations, which appear to be producing positive results. For example, CDB designed printed guides for participants in the C-II component, finding mechanisms for communication that involved parents and teachers in local rural schools to make sure participants get the information and guidance needed to develop activities on their own. The adjustments made to the project budget contemplate financial allocations for prepaid internet and phonecards when needed so that participants can reach out to the facilitator(s) and send their activities. However, these adaptations signal important lessons that could be adopted by the project and UNITAR as standards that enhance results in distance learning. [Distant and virtual learning could be developed as complementary methodologies, and thus it is advised to further develop the methodological basis for both.](#)

78. The same applies for the development of capacities required by master and TOT trainers to make the virtual training as effective, human and experiential as is the in-person method. All the participants interviewed indicated they have not received a full transfer of the virtual components, though they received the link and indications to access. The evaluation found these transfers to be important and should be scheduled, incorporating the training of trainers' approach applied to virtual facilitation and addressing the possible challenges that MT and Master trainers could encounter during the multiplications using these methods.
79. Although it is not included in the project logframe, the project team developed an additional training called "*De Regreso a Casa*". This training had the intention to help maintain the connection with participants and communities during the lockdown, providing tools that foster emotional individual resilience amidst these challenging times.

*"De Regreso a Casa came in as a blessing. A beautiful tool that has helped me and my daughter rethink our lives and pause our souls during this difficult time. Sometimes I feel kind of lost with all this going on, but then I receive the materials, do the exercises, [...] the painting and drawing soothes me and give me a sense of connection". Interview with participant in the community multiplication, female.*

80. Considering the methodological learning-by-doing and experiential approaches of the trainings, the team should closely monitor the extent to which virtualization influences the achievement of learning objectives and intended behavioural changes. During the observation of a virtual training there were observable differences in the way participants engage in the virtual setting versus the in-person modality. Both, facilitators (MT-TOT) and participants from the extended community expressed the virtual setting hinders the possibility to connect with the other participants' stories and benefit from the experiential aspects of the trainings.

*"The virtualization was a timely alternative to implement the multiplications but can't be equated [sic] to the face-to-face trainings". KII with liaison from implementing partner.*

*"Evaluator: do you have any recommendations for UNITAR?"*

*Participant: yes, I enjoyed this meeting and wish there were more activities like this, you know, in person". Focus group, Viajes de Héroes y Heroínas. Male participant, 14 years old.*

*“The basis of this methodology is the experiential aspect of it. This is what truly creates meaningful connections and reflections at the individual and collective level. As a master trainer I learned from seeing Vera and Viviana implement the training and was deeply touched by the stories of other participants. We need to find a way to combine in-person and virtual once the [COVID-19] restrictions for social gatherings become less strict”. Interview with master trainer, Perspectivas de Paz.*

81. In terms of performance, the pandemic had a particular impact in the implementation of C-III. Participants in the TOT were expected to collect life stories of persons in their communities through interviews as part of the strategy. The project planned the resulting stories to be displayed in an exhibit at the UN offices in Geneva, New York and Colombia. Lockdown forced a shift to an online exhibition which was still under development at the time data collection. Some of the facilitators (MT and TOT) interviewed thought this was initially an incentive for youth and communities participating in this and thus the change to an online exhibit discouraged participants from actively engaging in the interviews. The results and impact on the SO and outputs is yet to be assessed.

## Youth empowerment as agents of peace in their contexts

### Youth outreach within the project

82. In terms of numerical participation, assessing the percentage of youth in MT and TOT trainings was not possible since the lists of participants provided does not include disaggregated data by age. Age is also not a variable considered for selection of participants in the MT or TOT, as it is the potential for multiplication with this audience that the participant organizations have. In terms of multiplications at the community level, the ones with visible participation from youth concentrate in those applied in alliances with schools or those targeting student population as the main recipients. Also, there is a high number of targeted multiplications with youth in those conducted by CDB and the *Salesian youth networks*.

83. To counter this, six of the in-depth interviews conducted were with young male (3) and female (3) participants in trainings and three focus groups<sup>13</sup> which provided qualitative data about the areas and drivers of change. Additionally, all respondents to the surveys, regardless of their age group, were asked about perceived impact of the trainings in the empowerment and agency of youth in peace and reconciliation.

### Effectiveness of the trainings in strengthening capacities of youth as peace agents

84. Most respondents to the surveys [acknowledged the trainings and methodologies as important tools in the strengthening of youth leadership capacity and empowerment as agents of peace in their communities](#). Thirty-eight per cent believed the training and methodologies have contributed highly, while 33 per cent considered it fundamental. However, there was also a

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<sup>13</sup> Participants in these focus groups were youth between 12 and 27 years old from the components II and III.

general perception that the topics were not directly targeting leadership as the end goal but were more focalized in the individual skills and self-awareness of youth in each of the subject dimensions of the trainings.

85. The evaluation concludes this as well from the evidence. While the project is highly effective in strengthening skills and agency of youth through informed decision-making, and in greatly enhancing self-awareness of conflict and the risks in their environments, the extent to which the activities and trainings have led to youth having an active and determinant role in their environment is yet to be determined. An assessment of “empowerment” and “agency” as indicators of impact, should be approached from a complexity-aware perspective that considers the number of environmental factors that could enable or hinder such capacity.

*“I can’t assure the trainings really impact youth empowerment as leaders in their communities. I do not perceive this as the objective. What I saw is how powerful the methodology and concepts in enabling self-reflection and personal resilience in children and youth. It is all centered in the individual, in their stories and the resilience found in them”.*

86. The evaluation found that in the cases where the trainings are already generating leadership movements or particular actions from youth that seek to enact change within their communities, they are intrinsically connected to existing connections with other organizations, projects or platforms that enable their action and applications of the contents received. One of the significant examples is the process in the community of San Jose de Oriente in La Paz, Cesar conducted by a master trainer from the UN Verification Mission. He signalled how the training (Perspectivas de Paz) has driven what he described as “transformative changes” that have added value to other ongoing peace and reconciliation efforts that these youth from the ETCR are participating in. Participants in the training have scaled applications of their training to the community by channelling through existing initiatives from the ARN, British Council, the Truth Commission, and other programmes from UN agencies working La Paz, to name a few. Most of the donors are supporting youth-led economic empowerment and the participation of youth in the Youth Platforms at the local level, where some of the youth participants reported applications of knowledge from trainings.

87. In Tolima, implementing partner FEP has reached out to beneficiaries via the USAID-support [Youth Platforms](#)<sup>14</sup>, which has resulted in a more active role of youth in the trainings, easier access to youth and other local community organizations in at-risk municipalities of Tolima (Planadas, Chaparral, Ataco);, and a perceivable use of the knowledge by these youth in their community outreach and leadership activities.

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<sup>14</sup> The Youth Platforms were created by the Ministry of the Interior and are the local, municipal and district bodies that converge in a national Youth Platform. Each platform has delegates and can conduct independent initiatives that promote youth leadership, agency, and participation in every aspect of interest to youth citizenship development. After the signature of the Peace Agreement, these Platforms have gained traction and have increased support from the international cooperation and the UNDP.

*“Having established connection with the youth platforms has boosted our scope of work and outreach of activities, considering also the current fragile security conditions in these territories. I highly recommend that the project works through established youth platforms and organizations such as this one, since the impact and likely sustainability of efforts visibly increases”.* KII with Fundación Escuelas de Paz.

88. This brings attention to the interwoven nature of individual agency when thinking of sustained change and scaled social impact. On the one hand, the trainings have proven to be effective in bringing about the intended individual change and transformations, and as observed, this change could incentivize youth agency towards starting change processes in their environments/communities. Also, the exchanges in the trainings could promote engagement in or creation of youth networks that mobilize peace action within communities. On the other hand, the likelihood of this individual drive to impact their social environments highly relies on the opportunity to access platforms that leverage their capacity as agents of change by providing longer-term support, capacity building and connections. Thus, the project should direct efforts towards the post-training scenarios for youth participants and the establishment of these connections between participants and the catalysers of collective action.

## Effectiveness of the trainings in the key dimensions of behaviour change

### Conflict resolution skills

89. When considered from an individual level, results suggest that the project has been very effective in terms of increasing young participants’ **awareness of conflict resolution mechanisms and their role as individuals in preventing conflict escalation**. This was the general view in the focus groups for the C-II component, Viajes de Héroes y Heroínas. Although this group took the training in the distant-learning modality<sup>15</sup>, participants referred to the topics covered in conflict resolution as:

- a. Increasing their empathy towards other persons and helping them understand ways to resolve conflict without resorting to violence or aggression.
- b. A better understanding of the importance of dialogue in conflict resolution.
- c. A self-reflexive view of their attitudes towards others, including their family, that might spark conflict or “hurt” the other person’s feelings.

90. These observations concur with those from conversations with the extended community participating in the C-I and C-III, who talked about resolving conflict in their family after going through the trainings and having changed perceptions of their individual roles and responsibilities in conflict initiation, escalation and resolution. One particular dimension of result observed in participants in the C-I and C-III components is their reiterated reference to an increase in empathy and how this acquired capacity to relate to the stories of others has

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<sup>15</sup> In this modality they received the printed guides and receive support via WhatsApp or telephone from the facilitators.

also impacted personal relations with their family, their children and in general towards others, including demobilized members of armed groups.

91. Participants in the master and TOT trainings interviewed in the same components corroborate the views of participants at the community level. The general view is that participants showed increased self-awareness in relation with their meanings of conflict from individual and collective perspectives, moving from the narrative of otherness to deeper reflections about the self as peace maker.

## Prevention of forced recruitment and awareness of environmental risks



### EFFECTIVENESS

“Here we have a very difficult situation with the increase of gangs and fights between groups. More and more children and youth are getting caught in this and parents do not know how to intervene or help prevent this. [I] think this training is exactly what we were needing to address this with our groups of beneficiaries at the institute. First, I did the transfer to my colleagues and then we applied it with our youngsters.

[...] They recognized does not lead to anything, and that peace is also embedded in how we communicate and relate to others”.



*“Forgiving is the only way forward. I have come the shared realities and hardships of all participants of armed conflict, especially these young boys with no opportunities, being forced to enter these this groups as their only alternative. In the end, we are all victims in a way. Rejecting them will only revive the conflict. [...] If I, being a victim, can forgive and move on, why can't we all do?”.* Participant in the Perspectivas de Paz training.

92. Interviews and observation with participants from C-I were conducted to inform the views on results for this component. The observation was very insightful as it allowed witnessing participants' reactions and reflections on sensitive topics such as perceptions of former combatants, willingness to include them as part of their community, and general awareness of the risk of forced recruitment faced by children and youth in their communities. This observation also had the characteristic of having victims of armed conflict as the audience with mixed age groups, making the topic of stigmatization and inclusion highly sensitive to address. While the adaptations made by the facilitators (MT and TOT) shifted focus to the situation of victims of the armed conflict, the activities still guided the dialogues about participants' feelings towards coexistence with members of their victimizing groups.

93. As for the level of awareness perceived in the MT and TOT, the categorization of answers to open questions regarding learnings from the trainings also hint at increased knowledge and awareness of this topic, with enhanced capacity to understand the complexity and interlinkages in the reasons leading to children and youth involvement in armed conflict. The following quotes from participants reflect this:

*“[With the training] I understood the many factors intervening in the possible recruitment of children, and the role that I as a teacher have in helping my students and their families to prevent this from happening”.* Participant in the TOT, *Pintando el Futuro*.

*“My most important lesson was the comprehension of how the community should be a protective environment, and that there are so many risks that our children face that we are not even aware of, or that we think could not happen to the people we know”. Participant in the master training, Pintando el Futuro.*

*“This training has impacted me and my [university] students in many ways. [We thought this was a rural phenomenon for the most part, but now realize it is happening in our neighbourhoods, here in the city. I will continue my work with the Peace Volunteers group within the university, building up their capacity to multiply this information and be active agents in raising awareness with our youth groups”. Participant in the TOT, Pintando el Futuro.*

94. As stated before, the multiplications for this training should have adjusted protocols where the conditions for the implementation of all the activities, and in particular the use of the comic books, is revised on a case-by-case basis. In addition, it should be considered adding more conceptualization of the international/national legal and institutional frameworks that support forced recruitment prevention and the effective reintegration of child soldiers. This will provide enhanced comprehension of this phenomena to master and TOT participants, enabling them to go beyond the multiplication towards promoting action within their organizations and with networks outside of it.

#### Historical memory, resilience, and reconciliation

95. Significant changes were identified in the narratives of participants in the C-III and the specific outcome that addresses individual and collective resilience and reconciliation as pillars of peace. The accounts from their experiences with this training reflect changes in three main aspects: 1) the strengthening of relations with people in their communities and increased openness to talk about their histories and grievances from the violent events that they witnessed or experienced in the past; 2) the lens applied to these narratives and the understanding of the interconnectedness of the stories; and 3) the empathy towards others who have suffered similar events and a how this creates new meanings for the collective. A very compelling testimony from a TOT participant illustrates this:

*“I used to hate everything about this place. [...] I felt stigmatized for being from here. They all see us as the place where the massacre occurred and that made me want to go somewhere else. During the multiplication with my community, this changed completely. I understood I have a responsibility to make sure this narrative change, and that we all move forward so these things will not happen again. I never imagined the pain and grieve that many elders in my community have experienced. This touched me. [...] Now I want to use my studies as a plastic artist to create a site for historical memory here”. TOT participant in the multiplication of Perspectivas de Paz.*

96. The inter-generational approach in C-III is identified as an enabler of exchanges contributing to the construction of new representations of the past, perspectives of the future and meaningful connections between adults (especially elders) in the community and the youngest members of it. For the youth interviewed, the intergenerational dialogue and

connections created from the interviews conducted to create the stories for the exhibition, significantly impacted their understanding of their community's history. They went from seeing these as isolated events not related to them, to a shared collective memory that, although they did not experience it directly, affects them as members of the same social fabric. For the elders interviewed, this translated into perceived respect by the youngest and as someone mentioned, "an opportunity to pass on oral history to the new generations so that these events never repeat".

*"I never thought I'd be talking about these things with the young people of our community. They always seem so disconnected from the reality and the things that happened here [in the community]. Sharing with them and telling them our stories was a beautiful experience and showed me the importance of joining our youth to create a better future together".* Community participant in the multiplication of Perspectivas de Paz.

*"Stories matter, the past is what creates the way in which we see our future. We [young people] do not think understand what our role is in this. We are agents of peace and conflict resolution. The change starts with me, with my actions and the things I do to others and with others".* TOT participant in the multiplication of Perspectivas de Paz. Antioquia.

97. The methods used for the reconstruction of historical memory in the trainings were seen by participants as enablers of these dialogues. Some of the MT and TOT participants regarded the use of the arts as "powerful" and "transformative" conveyors of the histories, by adding the ludic and integrative element that supports the methodology and helps achieve the results. In the two focus groups for this component (youth and extended community), participants confirmed this assertion. The elders who attended the focus group in La Ceja spoke lively of the times they spent doing "manual arts" and how this incentivized their participation in the workshops. In the youth group, participants highlighted the methods as "dynamic" and "never boring".
98. Although the COVID-19 situation has impacted the in-person activities to collect the life stories for the exhibition, the effectiveness of the trainings is already observed in the narratives of participants. However, it is important that participants have access to the planned virtual exhibition and can observe first-hand the use given to the stories collected. Though the evaluator did not have access to a dissemination strategy for this virtual exhibition, it is advised that it considers the constraints for access to Internet in these communities, and preferably in-person events are programmed to present the resulting product, making it accessible to involved audiences.

### Strengthening organizations and local networks to support peace and reconciliation

99. One important dimension of result is the noticeable positive impact that the project has had in the master organizations and others in the extended network of multipliers at the community level. Despite the challenges encountered to carry out the trainings during COVID-19, the evaluations identified the effects and outcomes achieved as indicators of the importance that

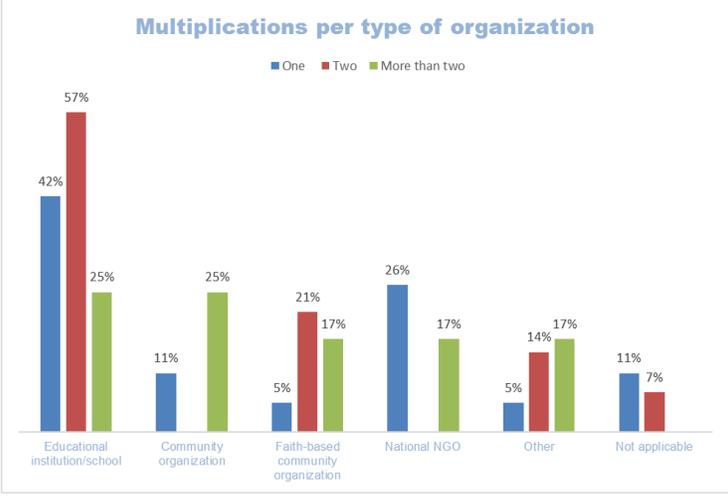
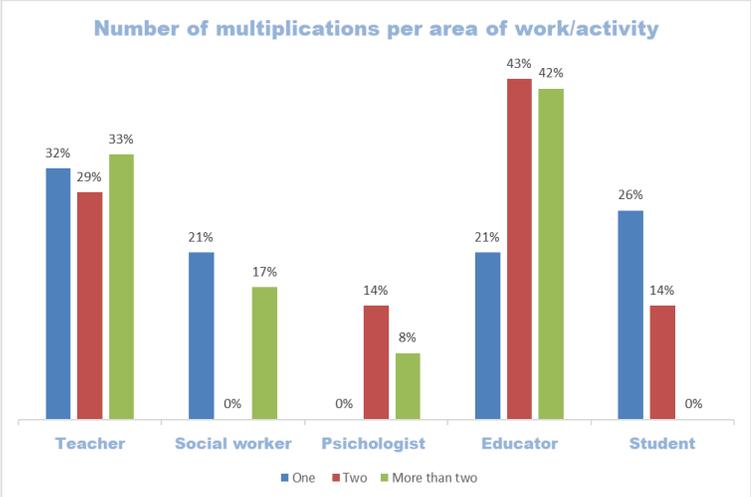
these organizations and their local legitimacy have in the multiplication and sustainability of efforts. It is evident that these organizations are drivers of action in intra-community networks, and the nature of contact and engagement they have with the communities leads to varying levels of results.

100. A fine example is the implementing partner, CDB, whose wide experience, and strong networks provide the needed support for the master organizations to carry out the TOT and multiplications in most cases. This layered multiplication approach seems to have a better flow when the trainings correlate to the knowledge and experience that organizations already have.
101. The profiles of the organizations whose members participated in the master trainings seem to correlate to the TOT and multiplication conducted. Thus, the evaluation found it is important to assess the [SWOT map of these organizations in relation to performance after the MT](#) and [evaluate the need for complementary capacity strengthening](#) that further enables these to advance their community work in their areas of influence, using the trainings and toolboxes.
102. This SWOT assessment will also be a valuable source for UNITAR and CDB in deciding possible adjustments to the criteria for the selection of participant MT organizations, ensuring that there is not only expressed willingness to adopt and multiply these concepts, but a verifiable evidence of community work experience and established intra-communal networks.
103. Furthermore, the survey data corroborate the insights from interviews and the outcome mapping workshop with project team, indicating teachers and schools are strategic liaisons in the work at the TOT and community multiplication levels. Thus, [the evaluation stresses the importance of revising the approach taken towards the work with schools, teachers and other professionals within schools, increasing the strategic and longer-term focus in the strengthened capacities of this beneficiary group](#). In rural areas for example, these institutions have been key for continued work with youth, helping deliver the work guides created by partners like CDG, and supporting the connections with families. In other cases, teachers and educators have also included the contents from trainings in their Peace Education courses, which could clearly broaden the applications of contents and the number of students reached.
104. Overall, key informants in partner organizations (CDG, CDB and FEP) think the tools are relevant and have added great value to their work

105. As an unintended effect observed, participants reported the MT trainings and later use of the tools in the TOT with colleagues have also led to higher team cohesion, cooperation, and articulation, given the extent to which they had shared their personal experiences with their peers.

Figure 9. Multiplications per participant's profession/activity.

Figure 8. Multiplications per type of organization.



Participants' most significant lessons and changes

106. Both TOT and MT respondents to the surveys were asked to describe their “most significant lessons” from the process in five main dimensions of intervention: 1) conflict resolution and resilience; 2) the work with youth as agents of peace; 3) the use of ludic-pedagogical methodologies to promote community reconciliation and collective resilience; 4) the use of art and cultural mechanisms as enablers of historical memory; and 5) learnings on prevention of forced recruitment and protection of children and youth at risk. Table 4 describes the consolidated analysis of qualitative accounts given by respondents in these categories:

Table 6. Most significant lessons and change reported by participants.

DIMENSION	What was the most significant lesson/change?
1. Peaceful conflict resolution and resilience	<ul style="list-style-type: none"> <li>• Learning about conflict resolution mechanisms.</li> <li>• Understanding and respecting the different opinions is critical to conflict resolution.</li> <li>• Recognition of the individual role in conflict resolution.</li> </ul>

<p>2. The work with youth as agents of peace</p>	<ul style="list-style-type: none"> <li>• Understanding youth as transformative agents and not just “youngsters”.</li> <li>• Giving youth voice and power to self-determine their actions as peace agents is very important.</li> <li>• Engaging in active listening of children and youth as an important factor that promotes their empowerment.</li> <li>• Using methods that help youth build their identities as part of a broader community.</li> </ul>
<p>3. Methodologies to promote community reconciliation and collective resilience</p>	<ul style="list-style-type: none"> <li>• The methods and activities catalyse integration and help form meaningful connections.</li> <li>• Dialogue is an important part of reconciliation mechanisms at the community level.</li> <li>• Educational strategies are empowering.</li> </ul>
<p>4. Art and cultural mechanisms as enablers of historical memory</p>	<ul style="list-style-type: none"> <li>• Historical memory plays a critical role in reconciliation and non-repetition of conflict.</li> <li>• Culture and art are meaningful conductors of community dialogue and help people deal with painful memories.</li> <li>• The personal stories matter and are inter-connected to those of the other in the community.</li> </ul>
<p>5. Prevention of forced recruitment and protection of children and youth at risk.</p>	<ul style="list-style-type: none"> <li>• Understanding of the individual and community role in the protection of children and youth at risk.</li> <li>• Identifying the complex realities that lead to involvement of children and youth in violence.</li> </ul>

**Efficiency**

To what extent has the project delivered its results in a cost- effective manner and optimized partnerships with local partners? Were project’s outputs and objectives achieved on time?

107. The assessment of efficiency is not conclusive in terms of the cost-efficient delivery of outputs and outcomes for various reasons. First, it is important to consider that the evaluation was conducted while the project is still being implemented, for which the final analysis of outputs delivered in a timely and cost-effective manner was not feasible. Second, the information provided for the desk review only included the original project budget, and a second version reflecting adjustments made in response to COVID-19. Thus, there was no available information about the project’s financial reports and the execution from implementing partners as the financial report is only due on 30 June 2021. Table 9 presents variations in total and cost per component comparing the initial budget and the adjusted COVID-19 version<sup>16</sup>.

<sup>16</sup> The total values are intentionally showing the technical aspects and the main variations in operational costs, thus the total does not coincide with the total project amount.

108. The project monitoring framework indicates, however, the delivery of outputs in number of MT and TOT trainings and community multiplications conducted by partners with a signed agreement<sup>17</sup> (CDB, FEP and CDG). The document base provided contained the initial agreement signed with CDB for the period from 1 October 2019 to 20 January 2020. A second agreement signed for the remaining period of the project has been signed recently as well as amendments to the Agreements signed with CDG and FEP (see Table 7). The monitoring framework shows compliance with the targets and expected outputs from the first agreement signed with CDB, and according to the interviews with the project team in Colombia, the partner has contributed as agreed with the achievement of outputs in the project. This assertion was further confirmed in the KII interview with the donor liaison in the country, who also supports the statement of outputs delivered on time and overall budget implementation considered as efficient and timely.

109. The implementing partner's budget share amounts to 49.4 per cent of the overall project's budget as can be seen in Table 7 below.

Table 7. Share of the project budget allocated to implementing partners<sup>18</sup>

Implementing partner	Components	Amounts USD	% Budget
Ciudad Don Bosco - Agreement I	I, II, III	501,357.97	20.6%
Ciudad Don Bosco - Agreement II	I, II, III	306,750.00	
Ciudad Don Bosco - Agreement II - Amendment 1 (under approval)	I, II, III	222,145.52	21.8%
Corporación Dimensión Génesis	I, II, III	45,650.00	
Corporación Dimensión Génesis - Amendment 1	I, II, III	32,524.60	3.2%
Fundación Escuelas de Paz	II, III	31,087.26	
Fundación Escuelas de Paz - Amendment 1	II, III	24,852.64	2.3%
Fundación Hogares Juveniles Campesinos	I, II	36,371.77	1.5%
<b>Total</b>		<b>1,200,739.76</b>	<b>49.4%</b>

<sup>17</sup> On November 15, 2020, the project signed an agreement with another implementing partner (**Fundación Hogares Juveniles** Campesinos de Colombia) for a value of COP 140 686 000.00 (31,371.77 USD). Thus, information on performance by this partner is not available yet.

Project indicators and targets					
Specific Objective	Component	Indicator	Target	Achieved	Progress %
Sum of Specific Objectives	Total for the three components	Number of master trainings conducted	5	5	100%
		Number of master trainers	75	77	103%
		Number of trainers trained by the MT (TOT)	375	581	155%
		Number of participants from the community trained by TOT participants	600	3770	628%
		Number of community members and families participating in the engagement/sensitization activities	1200	2339	195%
Local communities are better able to help prevent the (re-)recruitment of at-risk children and youth and to support the reintegration of children and youth formerly associated with armed groups and criminal gangs through the use of the strategies/tools included in the educational toolbox "Pintando el Futuro".	C-I Pintando el Futuro	Number of training of trainers for C-I	5	13	260%
		Number of communities impacted C-I	15	17	113%
Young people in marginalized communities are better able to act as agents of positive change in their direct environments through the use of strategies/ tools included in the gamified educational tool Viaje de Heroes y Heroínas.	C-II Viajes de Héroes y Heroínas	Number of training of trainers for C-II	5	8	160%
		Number of communities impacted C-II	15	16	107%
Local communities and families are better equipped to support the ongoing reconciliation process in the Colombian society through the use of storytelling and historical memory building strategies/tools included in the educational toolbox "Perspectivas de Paz".	C-III Perspectivas de Paz	Number of training of trainers for C-III Families (Professionals)	5	7	140%
		Number of training of trainers for C-III Families and historical memory	5	6	120%
		Number of training of trainers for C-III Youth	5	8	160%
		Number of communities reached under C-III	20	21	105%
	C-III Perspectivas de Paz Activities for the historical memory exhibition	Number of workshops for closing C-II	3	3	100%
		Number of workshops to guide participants for the creation of the exhibition - C-III	3	1	33%
		Number of activities about how to implement the activities included in the exhibition - C-III	2	0	0%
Response to COVID-19		Number of trainers trained in the toolbox De Regreso a Casa (COVID-19 adaptations)	0	70	N/A
		Number of members of the community reached with De Regreso a Casa (COVID-19 adaptations)	0	331	N/A

Table 8. Project performance indicators and targets. (updated on 18 November 2020 and still evolving as project is

ongoing).

110. The financial reporting as part of the agreement with CDG was supposed to be due on 30 October 2020 but the agreement including its deadlines were extended according to Project Management. For FEP, the financial report is only due on 30 November 2020.
111. The evaluator received the financial and narrative reports for the main partner, CDB, corresponding to the initial agreement signed, which ended on 20 January 2020. These indicate that CDB carried out all activities as established in the Agreement, and with no substantial changes in budget. The assessment of delivery and quality of work by UNITAR states that “[t]hanks to its performance and continuous follow-up with participant organizations, UNITAR met the general objectives of the project”.
112. During the period of evaluation, the project had reportedly met the targets for outputs in all three SO on time, except for those related to the activities at the community level in the component III, as can be seen in Table 8 above. This, as explained earlier in the report, has to do with the impact that the COVID-19 pandemic has had in the possibility to conduct the activities in person with the communities, as well as the change in the original plan for exhibitions on site, that are expected to be installed in a virtual way. On the other hand, unintended outputs were added such as the “De Regreso a Casa” trainings.
113. A complete plan for adaptation of the remaining activities was presented to the donor, reflecting the virtualization of components, and the adjustments to include mechanisms that allowed participants to connect with facilitators for virtual and distance learning modalities of the trainings. A final adjusted budget was presented to the donor on 9 December 2020<sup>19</sup> with no variations reflected from the original budget, except for a 3 per cent decrease in budget allocated to Component III. The development of virtual training materials for the components, including the added training De Regreso a Casa, only amounts to 1.12 per cent of the total budget. During the KII interview with the donor, the rapid response and adaptations made by the UNITAR team to carry on the original implementation plan and ensure that expected outcomes could be met were highlighted as positive.

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<sup>19</sup> The final updated budget was received during the revision phase of the draft evaluation report by project management.

Table 9. Comparative project budget pre-post COVID-19

	BUDGET REQUEST (EUR)	BUDGET REQUEST Covid adaptation_1 EUR	% Variation	BUDGET REQUEST Covid adaptation_2 (under evaluation) EUR	% Variation
KNOWLEDGE DEVELOPMENT-STAFF COSTS	442,885.92	442,885.92	0%	442,885.92	0%
Specific Objective I Pintando el Futuro	150,937.56	150,937.56	0%	150,937.56	0%
Specific Objective II					
Viaje de Héroes y Heroínas	318,743.72	318,743.72	0%	318,743.72	0%
Specific Objective III					
Perspectivas de Paz	958,498.88	934,359.29	-3%	930,362.03	-3%
COVID 19 COMPONENT		24,139.60		28,136.86	
<b>DIRECT ACTIVITIES</b>	<b>1,428,180.17</b>	<b>1,428,180.17</b>	<b>0%</b>	<b>1,428,180.17</b>	<b>0%</b>
<b>OPERATING EXPENSES</b>	<b>96,595.45</b>	<b>96,595.45</b>	<b>0%</b>	<b>96,595.45</b>	<b>0%</b>

114. The project, as stated in the [gender mainstreaming analysis](#) section, [does not reflect a gender-responsive budgeting<sup>20</sup> with allocations targeting specific outputs that clearly address a gender-sensitive approach in each component](#). It is also important to note that further information on budget allocation and financial performance of the project is required to make conclusive remarks about the extent to which the cost-effectiveness of the project includes the gender-responsive allocations and possible impacts over outcomes in the indicators that measure results for gender markers.

115. In general, the project outputs have been delivered in accordance with the targets established. Partners' contributions to this are highly significant as these organizations have mobilized their human and infrastructural resources to reach out to stakeholders, which has had noticeable positive impacts during the COVID-19 pandemic. Given the limited operational capacity of UNITAR in the country, [the partnerships have aided the continuity of activities and the rapid and adaptive response to the logistic and technical challenges posed by this prolonged crisis](#).

### Anticipated impact

What are the cumulative and/or long-term effects expected from the project, including contributions towards the intended impact, positive or negative impacts, or intended or unintended changes?

116. Given the short time lapse since the trainings have been implemented and the ongoing activities in C-II and C-III, impact measurement in the strict sense at this stage presented

<sup>20</sup> More on gender-responsive budgeting can be found in this manual from UN Women: <https://www.unwomen.org/en/digital-library/publications/2010/1/gender-responsive-budgeting-in-practice-a-training-manual>

limitations. Thus, the evaluation has placed focus on observable anticipated effects from the cumulative analysis of results, conversations with participants, surveys, and changes already observable that indicate anticipated impacts under the ToC and project goal.

117. In doing so, this section presents the registered uses of knowledge and tools and the analysis of aggregated dimensions where impact is foreseeable based on evidence gathered.

### Reported applications of knowledge and tools

118. Qualitative categorizations and coding of reported areas of use of the knowledge from trainings is shown in the following table. Most categories were brought up by trainees in all three components, but with applications reflecting more in some components than others. This is presented with color coding, where lighter means less uses reported in that component and darker where the category had more participants reporting this type of application.

Table 10. Uses reported by participants and frequencies of these uses per component.

USE OF KNOWLEDGE/TOOLS	TYPE OF PARTICIPANT	COMPONENT	COMPONENT	COMPONENT
		I	II	III
		SO <sub>1</sub>	SO <sub>2</sub>	SO <sub>3</sub>
Design of peace education and other class curricula	Teachers			
Inclusion of targeted activities/methods from the trainings in the classroom	Teachers			
Training peers within their organizations	Master trainers			
Transfer of skills to school professionals, teachers, and parents	Teachers and schools' professionals			
Developing trainings for youth in their communities or target groups	Teachers, social workers, psychologists, other within MT and TOT			
Developing further research and knowledge on the topics of training	University students			

Sharing information (awareness) with other people in their environments – interactions	All participants, especially youth and local community leaders.			
Working with government officials and other organizations to scale up trainings	At the master trainer level			

119. The categorizations and follow-up interviews conducted with some of the participants, confirmed the previous insight given about schools (and teachers in particular), as being an important niche for long-term impact derived from the trainings, and a more youth-targeted action. Additionally, the evidence from the MT surveys and interviews suggests that master trainers are more likely to replicate with peers within their organizations, if enabled to do so by their institutions. Some respondents also reported working with public institutions and officials within their scope of beneficiaries, including the trainings as part of ongoing projects with these institutions or independently promoting the transfer to public officials. An example of this is the experience of a master trainer from Nariño:

*“I have conducted a virtual training of Perspectivas de Paz with the Parent’s School and the Social Welfare Secretary”. [I have also] worked with a group of public officials from the Mayor’s Office, schools and local community leaders in Pasto and the Department of Nariño in the rural and urban areas”.*

Project management supported this account, indicating that the work with the Secretary of Social Welfare of the Municipality of Pasto resulted in 23 facilitators trained and 425 victims of the armed conflict reached.

120. In the youth spectrum, the reported uses were expressed by some in terms of “personal growth” and change of perspectives, and in other cases, in terms of their [aspiration](#) to drive change that impacts their peers (friends, classmates or other youth in their communities) and communities. Sharing information with their peers and families, was perhaps the most direct engagement in application remarked. However, it is observable how these exchanges reflect to some extent the “empowerment” felt and the compelling need to share with others the knowledge and awareness acquired in different dimensions.

*“I shared my learnings with the Women’s Network in Chaparral, my hometown. They were very receptive and thought this was useful to understand more about the dynamics of forced recruitment of children”. Participant in Pintando el Futuro.*

121. One case was identified where youth participants developed further research based on what they had learned from their C-I training. Whilst this could be also seen as an unintended outcome, it reflects the differentiation in both expectations and potential uses that youth can

give to the trainings based on their contexts (university students, urban setting) and personal drivers of action (acquiring and generating knowledge).

122. Many participants referred to the methods and tools obtained from the trainings as instrumental to other training activities they carry out with their organizations. Thus, there were several mentions to the ways in which they take and adapt some of these in their activities and how MT and TOT feel the tools helped enhance engagement, reflection and active participation from their participants or students:

*“I use the activities from the handbooks in my classes. My students particularly like ‘voting with your feet and the pixie cards’”.*

*“The activities were so dynamic and interactive, that I have adopted them in almost every training I conduct since”.*

*“The toolbox is my go-to for activities to make trainings and activities with youth, and even with adults in the community, more fun and reflexive”.*

123. These aggregations and examples of course do not intend to overlook other uses not drawn from the sample, and the variations in these depending on the context of application and individual characteristics of participants, whether MT, TOT or others. Consequently, it is important to reinforce more structured mechanisms to harvest this knowledge (such as case studies) and identify the hot-spots where change is occurring from applications, as well as which other factors are enabling change when combined with applications of the knowledge and toolboxes provided, aside from those evidenced in the evaluation.

124. The next section presents the areas where positive anticipated impacts are predictable based on the evidence gathered and the information from the desk review.

### Where is the project likely to produce more impact?

125. There were five accumulated measurements of results identified in which the observed behavior changes and use of the knowledge/tools by participants could lead to collective action, increased resilience and individual behavior change that results in positive conflict transformation. These are further described as follows:

126. A far-reaching [sense of empathy developed among participants](#) as a practical skill that is expressed in emotional, cognitive and actionable forms of nurturing relations in the community and decreasing stigmatization of marginalized groups, especially former combatants and their relatives.

127. What in general participants report as empathy, translates in most cases in changes in behaviours identified by them as conflictive, discriminatory or simply attitudes that privileged their individual interests, thus making them indifferent towards the grievances of people in their environments. If seen from the hypothesis established in the ToC, empathy could help prevent violent conflict resolution and foster strengthened networks of solidarity among people

in these communities by decreasing a sense of social disconnectedness. Empathy, seen as the capacity to understand and respond to the unique affective experiences of another person is seen as an important variable potentially leading to improved intergroup relations. Research in the field has shown that empathy and perspective change are associated with less prejudice and stereotyping (Feddes et al., 2015).

128. Enhanced **conflict resolution skills of youth** and self-awareness of their role in the construction of non-violent communities that is at the level of every-day interactions.
129. The evidence gathered suggests that participants are less likely to be involved in violent conflict resolution based on the awareness of other conflict resolution mechanisms, mainly dialogue and active listening of the other's perspectives. In the focus group with youth in the C-II component, for example, all participants reported increased levels of self-esteem, confidence and ability to communicate their feelings in a more constructive way after the trainings, enabling dialogue as their main conflict resolution mechanism. This also included references to their interactions with their parents, siblings and other members of their family group. While this applies as well for other groups of beneficiaries surveyed and interviewed, violent conflict resolution amongst youth is highly problematic, especially in schools, for which this is underlined as an area with potential impact in building territorial peace. UNITAR could consider other systematic measures of impact, and the extent to which the project is contributing to peace by increasing conflict resolution capacities, including exogenous factors that act as enablers or inhibitors of conflict transformation amongst youth.
130. **Strengthened capacities and agency of master trainers and TOT** from educational institutions, with anticipated impacts in peace education strategies applied to curricula and classroom environments and the strengthened leadership of educators in peace building.
131. Applications of knowledge in peace education curricula and educational activities conducted by participants in MT and TOT reflect already increased empowerment and leadership in terms of designing curricula that strengthens student capacity to understand historical perspectives of conflict and their role in conflict resolution. Furthermore, it hints at the enhanced role of teachers as leaders in driving educational change, even if only at their limited degree of influence. Many respondents in this domain reflect increased interest in the personal experiences of their students and engaging parents in a more active way post-training. This could lead to transformations that also impact classroom environments as being more inclusive, participatory and interactive, possibly impacting the agency of students as well inside and outside schools<sup>21</sup>. Not less important is the observed awareness that teachers had with regards to the risks associated to the presence of armed groups and illegal economies in these territories and their applications of these concepts to transfer awareness to parents and youth.

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<sup>21</sup> This research by Frost (2006) has valuable insights to further the notions of the role of teachers in building student's agency:

The concept of Agency in Leadership for Learning in:

[https://www.researchgate.net/publication/304007215\\_The\\_concept\\_of\\_'agency'\\_in\\_leadership\\_for\\_learning](https://www.researchgate.net/publication/304007215_The_concept_of_'agency'_in_leadership_for_learning)

132. [Change in historical individual and collective narratives](#) of violent conflict, past grievances and its underpinning causes is likely to increase resilience to conflict and other external shocks.
133. Per definition, resilience in the context of peacebuilding entails the capacity to transform the context by addressing the changing patterns of conflict in non-violent ways. This requires changes, among others, in the interpretations of factors which enabled conflict to emerge in the first place<sup>22</sup>. Mainly, the C-III of the project has visibly obtained results in the creation of alternative narratives of conflict, and individual and shared representations of a violent past in many of the targeted communities.
134. Moreover, the exchanges enabled through the trainings have also impacted intercommunal relations as seen in the case of the communities of San Carlos and Jordan in Antioquia. The presence of paramilitary groups in Jordan from 1998 to 2006 left deeply alienated its inhabitants from other communities, being long identified as a “paramilitary town”. The youth from San Carlos interviewed in the focus group expressed openly how post-training they had a different interpretation of the territory of Jordan and its people through the knowledge of the story and suffering they went through; identifying them as “victims rather than sympathizers of the paramilitaries”.
135. The contributions of resilience in terms of raising awareness of inherent collective strengths, in combination with the potential of bringing together people from across former conflict divides, hold the promise of greater shared local ownership of peacebuilding efforts<sup>23</sup>. However, the project needs to develop context-based criterion for what a concept like “resilience” means in terms of impact from the trainings, and variables intervening in measurement.
136. Evolving [capacities and networks of participant local organizations](#) as peace infrastructures that have the potential to drive collective action and strengthen a fractured social fabric.
137. The evidenced contribution of the project in the strengthening of local communal organizations and networks that have the potential to bridge social dialogue and mobilization is viewed as anticipated impact. In the layered multiplication strategy of the project, the connections established between master and TOT organizations have extended to smaller organizational expressions, creating meaningful synergies through these exchanges of knowledge, and fostering capacities of the local organizations to drive change independently. Local communal agency and power manifested in these organizations may contribute to positive resilience, ownership, and sustainability of actions.

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22 For more on resilience and peace, see this practice brief from Interpeace: [https://www.interpeace.org/wp-content/uploads/2016/06/Practice\\_Brief-Resilience\\_and\\_Peacebuilding-A4-v3.pdf](https://www.interpeace.org/wp-content/uploads/2016/06/Practice_Brief-Resilience_and_Peacebuilding-A4-v3.pdf)

23 See Frameworks for Assessing Resilience (FAR) : <http://3n589z370e6o2eata9wahfl4.wpengine.netdna-cdn.com/wp-content/uploads/2016/06/2016-FAR-Guidance-note-Assesing-Resilience-for-Peace-v7.pdf>

## Sustainability



To what extent are the project's results likely to be sustained in the long term?

138. An examination into the possible factors influencing sustainability beyond the implementation period indicates that given the intangible nature of knowledge as the main by-product of the trainings. The continuity of use and multiplication is likely to occur if this translates into adaptive capacities that strengthen the human capital of the organizations participating.
139. Consequently, the evaluator considers that the observed adoption of the toolboxes by MT and TOT participants, and specially by MT organizations, anticipate a high probability of continued use after project completion. All survey respondents (97) reported that to some extent they are applying the methodologies and concepts within the scope of their organization's activities with youth and children at the community level and foresee a continued use in the future.
140. There is observed capacity in the implementing partners to independently conduct the trainings, which could be interpreted as ownership at this point. CDB as the main partner has widely institutionalized some of the activities and approaches in their work with vulnerable youth, former child soldiers and youth from their Salesian youth networks. The continued partnership throughout the project phases has, according to a CDB informant, "increased their base of knowledge and capacity to work with these vulnerable groups in connection with organizations outside their networks. FEP on the other side has demonstrated experience applying experiential methodologies and as expressed by the key informants interviewed "the toolboxes transferred will greatly complement their current portfolio". Thus far, FEP indicates to have incorporated these trainings to their longer-term strategic planning with educational institutions and beneficiaries from some other of their ongoing projects. The same applies for CDG, however, they are a much recently created organization and while they appeared to have strong local legitimacy and intra-communal networks, it is not clear whether they have the human and financial resources to sustain their current work and applications.
141. Additionally, the COVID-19 pandemic has signalled the need for a mixed approach that combines virtual and small-scale in person trainings, preserving to the extent that is possible the experiential and interactive approach of the methodology for all components, but specially for the C-II and C-III, which rely heavily on participants' exchanges and human connections to achieve the intended outcomes.
142. Finally, as previously mentioned, the work at the community level and in particular with youth is likely sustainable in the cases where the multiplications are conducted through grassroots organizations, such as the victim's organization in Barbosa, the Community Action Boards<sup>24</sup> in La Ceja, and the Youth Platforms in Tolima and other departments where these platforms have also been involved. Implementing partners should be guided towards strategic

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<sup>24</sup> Juntas de Acción Comunal.

training multiplication that departs from assessment of potential that lies in the social capital that these local-communal organizations have and the capital they could generate through the trainings or adapted use of the toolboxes.

143. The evaluation did not identify a clear exit strategy in place. The main assumption is that the capacity building process will strengthen master organizations' capacity to continue applying the trainings and extending the scope of work with their beneficiaries beyond the project cycle. As stated before, master organizations and trainees are visibly showing an increase in abilities and willingness to continue using and adapting contents of the trainings, but the extent to which this could lead to sustained action, especially with the target communities and stakeholders at this level, is not conclusive from the findings.

## VI. Conclusions

144. The project goal is found relevant and in alignment with [UNITAR's Strategic Framework 2018-2021](#) and the "Strategic Objective 1: Promote peace and just and inclusive societies" and specifically to the SO 1.1 "Support institutions and individuals to contribute meaningfully to sustainable peace", as well as in alignment with UNITAR's core functions.
145. Overall, the nature of the project and its intended impacts at the SO and goal level are well aligned with SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels. The outcomes also indicate relevance with targets 16.1 and 16.2 which aim at "significantly reduce all forms of violence and related deaths" and "end abuse, exploitation, trafficking and all forms of violence against children", falling into indicator 16.1.2., related to the decrease in number of conflict-related deaths. In addition, the contents and SO in Component I directly address target 8.7, "elimination of forms of child labour, including recruitment and use of child soldiers".
146. In this sense, the intervention is also connected to SDG 4, target 4.7. that refers to the promotion of knowledge and skills for a culture of peace and non-violence. Furthermore, the project shows a clear focus on addressing the individual and collective dimensions of conflict and conflict resolution and the use of mechanisms that foster resilience and reconciliation in communities historically impacted by violence in the country, in particular Pillar 8: Reconciliation, Conflict Resolution and Peacebuilding of the Territorial Approach to Peace.
147. The project's objectives were identified as relevant to the country's current peacebuilding efforts in relation to alignment with a "territorial approach to peace", geographical target of some of the strategic PDET territories and consistency with the country's efforts to implement the Peace Education Policy. However, there is less strategic relevance for government institutions. There were no identifiable direct collaborations with the local governments, particularly those institutions closely connected with the project objectives, such as the municipal and departmental Secretaries of Education and the schools.

148. The tools transferred during trainings were described as of good quality in both design and content, seen as aiding the learning process and eventual multiplications conducted by participants. The trainings were considered to provide valuable knowledge and adaptive methodologies to work with the recipient communities in all three components.
149. The contents are compliant with human rights approaches that promote the knowledge and respect for the rights of children, youth and vulnerable groups within this spectrum. However, the evaluation identifies that, given the personal nature of exchanges occurring during the trainings, there is a need to transfer concepts and methodologies of Psychological First Aid that help facilitators at the TOT and master level deal with the emotional load of participants when sharing their traumatic experiences with the group.
150. The evaluation identified the project as gender targeted and responsive for the most part. There was no evidence provided of a conflict-sensitive gender analysis in the baseline, identifying contextual constraints and opportunities in relation to gender equality and the way in which women and girls experience conflict and peace building in the communities most impacted by conflict and violence. The review of training materials, reports and triangulation in interviews and focus groups did not evidence effective measurement of participants' capacity to understand and apply the gender perspective to their day-to-day activities.
151. During this phase, the project has extended its outreach to organizations beyond the Salesian network, which has noticeably impacted the scope of implementation and multiplication at the community level, and thus the potential for local ownership of results. This included a valuable synergy with the Verification Mission and other development actors. However, there is a need for improved monitoring mechanisms in these synergies or alliances to measure outcomes and maintain UNITAR's visibility.
152. The expansion of the UNITAR's presence in other territories has also raised new requirements for adjusted protocols to ensure the safety of persons participating in trainings, specifically in rural areas where violence is rapidly scaling up.
153. Overall, the project has been effective at producing the results aimed at for each Specific Objective. The quantitative targets established for each indicator have been either met or exceeded, except for the SO III where the COVID-19 pandemic prompted changes that hindered the scope of activities at the community level, as explained in more detailed ahead.
154. The methodological quality, adaptability, technical soundness, and clear presentation of contents in the toolboxes has aided multiplications and is seen as an enabling factor.
155. The multiplication strategy appears to be an efficient, empowering, and unfolding mechanism that relies partly in exogenous variables beyond UNITAR and CDB's control. Follow-up and close support provided by the project team and implementing partners (CDB,

FEP and CDG) has been essential to the cumulative results of trainings and multiplications conducted to date.

156. While the project is highly effective in strengthening skills and agency of youth through informed decision-making, and greatly enhances self-awareness of conflict and the risks in their environments, the extent to which these activities and trainings lead to youth having an active and determinant role in their environment is yet to be determined. An assessment of “empowerment” and “agency” as impact indicators should be approached from a complexity-aware perspective that considers the number of environmental factors that could enable or hinder such capacity.
157. The evaluation identifies that in the cases where the trainings are already generating leadership movements or particular actions from youth that seek to enact change within their communities, these are intrinsically connected to existing connections with other organizations, projects or platforms that enable their action and applications of the contents received. This brings attention to the interwoven nature of individual agency when thinking of sustained change and scaled social impact.
158. The project has contributed to strengthened capacity of master organizations and others in the extended network of multipliers at the community level. Despite the challenges encountered to carry out the trainings during COVID-19, the evaluation identified the importance that the organizations and their local legitimacy have in the multiplication and sustainability of efforts. It is evident that these organizations are the containers of action in intra-community networks, and the nature of contact and engagement they have with the communities leads to varying levels of results.
159. In general, the project outputs have been delivered in accordance with the targets established and in a timely manner. Partner contributions to this are highly significant as these organizations have mobilized their human and infrastructural resources to reach out to stakeholders, which has had noticeable positive impacts, especially in the response to the COVID-19 pandemic. Given the limited operational capacity of UNITAR in the country, the partnerships have supported the continuity of activities and the rapid and adaptive response to the logistic and technical challenges posed by this prolonged crisis.
160. As stand-alone components, each of the trainings is relevant and highly regarded by participants as leading to changes for each of the SO. However, there is a need to revise and adjust a TOC to make the interlinkages in the causal trajectories of each component clearer and how these together contribute to the overall goal.

## VII. Recommendations

The evaluation contains a set of eight recommendations which support the findings and the possibility of informing a possible future phase of the project or an adapted version of this strategy. During the evaluation period the continuity of the project was expected but not yet confirmed. Thus, these recommendations address the potential continuity scenario, but recommendations

three, five and seven should be incorporated as well for an exit strategy that supports sustainability once the project comes to an end.

### **On gender**

**R1.** Further develop the project's [gender transformative perspective](#) based on a context-sensitive gender-analysis and make the approach visible and measurable within the scope of capacities transferred to master trainers and TOT. This connects as well with recommendation 4.

### **On strengthening MEL frameworks**

**R2.** Revise and conduct a participatory validation of the [theory of change](#), aiming at a stronger correlation between the pathways as interlinked for the achievement of the overall goal. Identify the cross-cutting issues and strategies and consider transferring all three components to the master organizations. [Also, strengthen the monitoring system and monitoring and evaluation capacities of the implementing partners and local project team.](#) Adjust instruments to purposely identify and measure participation by age groups, and better assess the effects of the trainings in youth participants. Finally, create a learning plan that promotes a feedback loop throughout the project cycle and internal evaluation with implementing partners and beneficiaries.

### **On institutional capacity**

**R3.** Identify avenues for direct [coordination and institutional capacity building activities with local and national government institutions in the education system](#), such as Secretaries of Education and local schools. This will leverage the strategic focus in the work with schools and teachers by advancing coordination efforts with institutions within the educational system and promoting systemic changes in peace education. To increase the potential impact to peace building and reconciliation efforts in Colombia, UNITAR should also consider 1) extended coordination with local institutions, particularly those in the education system; and 2) revising the geographical scope to widen support in areas most affected by conflict targeted as PDET territories, thus contributing to the Pilar 8: Reconciliation, Conflict Resolution and Peacebuilding of the PDET policy.

### **On the do no harm approach capacity and protocols**

**R4.** Evaluate the need for a separate guide for facilitators that further develops the conceptual frameworks within each component and provides [do no harm guidelines](#) in core aspects such as conflict-sensitive facilitation, PFA, and security protocols or content adaptations in case of potential security risks for participants in vulnerable territories.

With regards to PFA, [the World Health Organization has developed a framework](#) which has been widely applied and is adaptable to different social settings. A “caring for the career” approach that helps facilitators deal with their own emotional distress possibly produced by the emotional exchanges during the workshops and, as part of their day-to-day work in conflict afflicted communities, could also be considered. Consider the critical importance as well of adding to the project team professionals with knowledge of PFA, such as social workers or psychologists.

### **On strengthening synergies and collaboration**

**R5.** Identify ex ante the potential [synergies with other donors, such as UN organizations, the European Union and bilateral donors](#), especially those working in PDET areas, Zonas Futuro, and former ETCR territories, such as the Verification Mission, to increase potential beneficiary outreach and avoid duplication of efforts. In doing this, ensure that there are mechanisms to trace outcomes from these partnerships, including those directly established by implementing partners.

### **On considering post-COVID learning scenarios**

**R6.** [Develop and deliver an online webinar to explain the contents and use of the virtual materials for trainings to master trainers](#). Consider the design of a mixed approach implementing strategy that allows for virtualizations and small-scale gatherings to maintain the experiential and interactive components of the methodology. For the in-person trainings, the operational capacity of UNITAR in Colombia requires additional human capital to provide more on-site support to MT in their first multiplications and overall guidance post-training.

### **On leveraging organizational capacity**

**R7.** Conduct a [SWOT assessment of the performance of master organizations](#) and evaluate the need for complementary capacity strengthening that further enables the organizations to advance their community work in their areas of influence using the trainings and toolboxes. Capacity strengthening could also include a form of coaching of the leadership of these organizations based on the SWOT analysis, and to the master trainers during multiplication, so that they can receive feedback in situ at least for the first multiplication and as the subsequent trainings develop. Furthermore, UNITAR should revise possible adjustments to the criteria for the selection of participant MT organizations, ensuring that there is not only expressed willingness to adopt and multiply these concepts, but a verifiable evidence of community work experience and established intra-communal networks that boosts the impact of multiplications. As part of these efforts to strengthen MT organizations, introduce certification as part of the MT and possibly TOT designs.

### **On youth platforms and networks**

**R8.** To increase the impact of the project in the empowerment of youth as peace agents, [identify the existing local networks, organizations, programmes or platforms \(such as the Youth Platforms\) that catalyse collective action for this age group](#). Whenever possible, coalesce with these groups to identify and select participants in the trainings, and outline actions in the project design that reflect the exit strategies or post-training follow up.

Looking forward, the three-component strategy along with the multiplication approach to capacity building should continue with adaptations that help UNITAR and implementing partners to: a) increase traceability of effects and impacts at the community level, with enhanced mechanisms for monitoring, evaluation and institutional learning at this level; b) build on the current model to create a more cohesive and integrative approach that connects results across all three components; and c) increase the post-training support given not only to master trainers, but also to their organizations, adding a clear gender perspective and providing additional emphasis in the do no harm approach as referred to in a previous section.

## Lessons Learned

### About the Project Design and Implementation

- 1 **Master trainers make a difference as key drivers of knowledge and change in peace and reconciliation, if given the adequate tools and incentives:** the master trainers can be powerful conductors of change within their organizations, communities and with their beneficiary groups; if they connect with the tools and knowledge transferred, and if conditions within their organizations (resources, support from management, alignment with their purpose) and outside (access to beneficiaries, resources), act as enablers.
- 2 **Strengthening networks of local organizations and agents of change, is essential to achieving sustainable impact in individual and communities that leads to peaceful conflict resolution and reconciliation:** grassroots organizations and legitimized local leaders are ultimately the ones who scale up knowledge and could sustain push forward transformations in the mid and long-term, beyond the individual action and towards avenues for peace and reconciliation.
- 3 **The potential role of youth as agents in peace and reconciliation is enhanced if there is a combination of dynamic capacity building approaches, experiential learning in context, and linkages to networks that catalyze leadership:** the cases observed and documented in the project where there is further action by youth to drive change in their communities, show a connection between individual leadership vocation and the networks or initiatives from other actors that leverage youth leadership and action. This lesson is particularly relevant if seen as a hint of ways in which the trainings and tools can generate more impact in the empowerment and leadership potential of youth in the country. Likewise, methods that are experiential, dynamic, engaging and rooted in participants' own experiences of conflict, reconciliation, and resilience; are the cornerstone of knowledge, capacity building and disposition to multiply in all beneficiary groups.
- 4 **Partnerships and alliances with other donors and development actors working with youth and communities in conflict-afflicted areas contribute to broaden outreach of beneficiaries, extend geographical scope, and increase strategic value of activities by articulating other stakeholders locally.**
- 5 **Working with youth in rural and urban settings requires adapted materials and methods that help put knowledge in context and takes into account the differences across audiences in terms of gender, age, culture, and social norms:** while the project has produced content and materials that are seen as easy to use across audiences, there are important lessons in the comparative analysis of applications in rural and urban areas, and with youth in both contexts. As two of the participants mentioned in the quotes below:

*“Youth in rural areas has different life aspirations and demands from the social context. For many, at sixteen years old, they already must take care of their own children or drop-out school to contribute to the family economy. Girls have little possibility to enter*

*university after finishing high school and will most likely start their own families at an early age. The contents and trainings must also address these realities, making them targeted so that they don't get lost in more "urbanized" contents and activities".*

*"There are so many programs from the wide-array of donors operating here. Many with the same objectives. What is different about this training is that it makes it all about them (Youth), it is their stories that are being told, their interests, the re-shaping of their own narratives and how they see themselves. This is so powerful. Nonetheless, the bootcamps for example [C-II], could be more targeted towards the understanding of rural dynamics, and the increased knowledge of their communities and own problematics. [...] a more focalized awareness of their environments".* Interview with participant in the Viajes de Heroes y Heroínas component.

In connection to this, there are lessons as well in terms of operative adaptations to reach out youth in rural areas and overcome challenges found in access, deteriorating security conditions and poor connectivity. The implementation during COVID-19 showed how a stronger technical and logistic support to the adaptations made by partners is needed, so that they can use the toolboxes without missing the importance of person-to-person coaching of youth, their families and communities.

- 6 **Rural educational institutions, and school professionals (teachers, social workers) have a key role as liaisons in connecting the MT and master organizations with youth and their families in vulnerable communities:** The transfer of skills and knowledge to this group of stakeholders in a larger scale at the master and TOT level, could impact peace education and empowerment of youth to prevent recruitment and act as agents of social change in their environments. If paired with adjustments in the educational curricula that integrate the gender perspective in Peace Education, it could also help transform behaviour and narratives that negatively affect the lives of at-risk segments of girls and women.

## Lessons from COVID-19 response and adaptations

- 7 **Virtual mechanisms are effective if seen as complementary to the in-person or closely guided (even if virtual) approaches:** The development of virtual components made visible the utility of distance learning mechanisms and the capacity of master trainers and master organizations to adapt the contents and methods to their contexts. However, this also showed that they should not be understood as a replacement for in-person trainings, but rather as complementary and second-best alternative, given the case that on-site applications are not possible. The experiential dimensions of the trainings require human connection that will be hardly achieved in the virtual encounter or self-guided methods.
- 8 **Addressing emotional resilience to shock is also inherent to interventions that seek to promote resilience in conflict afflicted settings:** the fact that most participants referred to the value of the additional material created in "Regreso a Casa", is a lesson on the importance of caring for more than the achievement of trainings and targets of the project, shifting focus to providing mechanisms that are shock-responsive and help participants cope with emotional distress amidst crisis. This practice could be taken further as part of

the project and transferred to MT to be applied in the work with families, teachers, and students in conflict affected areas.

- 9 Ownership and empowerment to adapt strategies are important factors in the multiplication of learning and capacity strategies: the learning objectives in the trainings are the drivers of further action from participants in their contexts. However, their ability to independently adapt and use these in ways that suit the demands of their contexts, is equally important. The fact that organizations and individuals are able to identify tailored uses of the activities, concepts and tools, reflects ownership of the learnings and increased likelihood of applications in the longer term.

## Annexes

### a. Terms of Reference

#### Annex 1

#### Terms of Reference

#### Independent Evaluation of the Youth-led peace and reconciliation in Colombia: A Transformational Approach Project

#### Background

1. The **United Nations Institute for Training and Research (UNITAR)** is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. UNITAR's mission is to develop the individual, institutional and organizational capacity of countries and other United Nations stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and to support country-level action for overcoming global challenges.
2. Within the framework of the Institute, the Division for Peace contributes to international community's efforts aiming at enabling individuals and institutions to make meaningful contributions to sustain peace. The Division has successfully developed a model of offering training, learning and capacity building solutions that are based on filling specific capacity gaps of partnering institutions, organizations, group of actors or individuals. More specifically, the Division offers methodological and conceptual support that leads the beneficiaries to reach their intended goals through people-centred solutions oriented towards the transferring knowledge and skills and the transformation of attitudes and behaviours.
3. UNITAR's division for peace has been active in Colombia since December 2014, when its team and The Roméo Dallaire Child Soldiers Initiative in partnership with Ciudad Don Bosco (CDB) implemented the first project phase of a broader project called "Pintando el Futuro", whose overall objective has been the support to the Colombian peace process between de government and the Revolutionary Armed Forces of Colombia (FARC). The continuation of this project has been funded by Institute for Foreign Relations (ifa) zivik since 2016.
4. Initiated in 2019, the project Youth-led peace and reconciliation in Colombia: A Transformational Approach is funded by the German Federal Foreign Office and implemented with the local educational and social partner institution CDB. The project builds on UNITAR efforts to support the peace and reconciliation process in Colombia since 2016, by working to strengthen the resilience and conflict prevention capacities of at-risk youth, families, marginalized communities and the broader society. It does so by through a three-components strategy focused on:
  1. Preventing the (re-)recruitment of at-risk youth and support to the reintegration of former child soldiers through the use of visual storytelling tools.
  2. Strengthening the capacity of young people in marginalized communities to act as agents of positive change in their direct environments.
  3. Supporting the reconciliation process in the Colombian society through storytelling and historical memory building.

#### Purpose of the evaluation

5. The purpose of this evaluation is to assess the relevance, coherence, effectiveness, efficiency, impact and sustainability of the project; to identify any problems or challenges that the project has encountered; to issue recommendations, and to identify lessons to be learned on project design, implementation and management. The evaluation's purpose is thus to provide findings and conclusions to

meet accountability requirements, and recommendations and lessons learned to contribute to the project's improvement and broader organization learning. The evaluation should not only assess how well the project has performed, but also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) successful delivery of the project results. The evaluation is also forward-looking to inform decisions on the design and planning of possible future phases and focus areas.

### Scope of the evaluation

6. The evaluation will cover the 2019-2020 phase and will focus on the lessons to be learned from the 3-stage multiplication process methodology. The evaluation should also include an assessment of the potential for enhancing youth-peace-stabilization (YPS) focused work within the context of the UN mission. Although the scope of the evaluation does not include the five years of UNITAR's related work in the country (2014 to 2018), the evaluator should take the development of the project in its previous phases into account as background context in framing the evaluation's findings and conclusions. In addition to looking at the results achieved from 2019-2020, the evaluation should also look forward and assess how the project could contribute to new/emerging topics in a potential continuation of the work in Colombia and a possible scalability of the approach to other contexts beyond Colombia.

### Evaluation criteria

7. The evaluation will assess project performance using the following criteria: relevance, coherence, effectiveness, efficiency, impact and sustainability.
  - **Relevance:** *Is the project reaching its intended individual and institutional users and are activities relevant to the beneficiaries' needs and priorities, and designed with quality?*
  - **Coherence:** *To what extent is the project coherent with relevant policies on peace and development, complementing other programmes and projects and adhering to international norms and standards?*
  - **Effectiveness:** *How effective has the project been in delivering results and in strengthening the resilience and conflict prevention capacities of at-risk youth, families, marginalized communities and the broader society?*
  - **Efficiency:** *To what extent has the project delivered its results in a cost-effective manner and optimized partnerships with local partners?*
  - **Impact:** *What are the cumulative and/or long-term effects expected from the project, including contribution towards the intended impact, positive or negative impacts, or intended or unintended changes?*
  - **Sustainability:** *To what extent are the project's results likely to be sustained in the long term?*

### Principal evaluation questions

8. The following questions are *suggested* to guide the design of the evaluation, although the criteria applied to the outcomes and the final questions selected/identified will be confirmed by the evaluator following the initial document review and engagement with project management with a view to ensuring that the evaluation is as useful as possible with regard to the project's future orientation.

#### Relevance

- a. *To what extent is the project aligned with the UNITAR strategic framework (2018-2021), the Institute's efforts to helping Member States implement the 2030 Agenda for Sustainable Development and more specifically in helping Colombia to achieve Goal 16, amongst others?*
- b. *How relevant is the design of the project and activities to the needs of local communities supporting gender equality and young women's empowerment, in addition to other groups made vulnerable?*
- c. *To what extent are the current outcome areas likely to remain relevant in the future?*

#### Coherence

- d. *How well does the project complement earlier project phases and other conflict prevention efforts of UNITAR programming?*
- e. *How well does the project complement other existing programmes and projects by other actors, in particular those of German implementing organizations, the EU, UN, OSCE?*

### **Effectiveness**

- f. *To what extent has the project contributed to changed behaviour/attitudes and informed decision making in a way that contributes to the ongoing peace and reconciliation process in Colombia?*
- g. *How effective is the project's three-component methodology to strengthen the resilience and conflict prevention capacities of at-risk youth, families, marginalized communities and the broader society?*
- h. *How effective has the project been in empowering young people to act as agents of positive change in their direct environments?*
- i. *To what extent were a human rights-based approach and a gender mainstreaming strategy and the "no one left behind" principle incorporated in the design and implementation of the project and more specifically in the selection of direct and indirect beneficiaries?*
- j. *Has the project's structure (working in partnership with a network) been effective?*

### **Efficiency**

- k. *To what extent has the project produced outputs in a cost-efficient manner (e.g. in comparison with alternative approaches)?*
- l. *Were project's outputs and objectives achieved on time?*
- m. *How cost effective was the project's implementing partner in delivering results?*
- n. *To what extent has the project collaborated with the UN Country Team?*
- o. *To what extent has the programme created benefits of integrating gender equality (or not), and what were the related costs?*
- p. *How cost effective were the implementing partner arrangements?*
- q. *To what extent has the project adapted to Covid-19 related restrictions?*

### **Impact**

- r. *What observable end-results or organizational changes (positive or negative, intended or unintended) have occurred from the project?*
- s. *What concrete effects has the project brought about to contribute to the peace and reconciliation process in Colombia?*
- t. *To what extent have the targeted local communities prevented recruitment and reintegrated children and youth?*
- u. *What real difference has the project made in strengthening the capacities in resilience and conflict prevention of at-risk youth, families, marginalized communities and the broader society to contribute to the ongoing peace and reconciliation process in Colombia?*

### **Sustainability**

- v. *To what extent are the project's results likely to endure beyond the implementation of the activities in the mid- to long-term?*
- w. *What were the major factors which influenced the achievement or non-achievement of sustainability of the project?*
- x. *To what extent is the current design, including the training of teams of professionals and teachers, likely to contribute to sustained capacity?*
- y. *What can we learn from the 2020 Covid-19 pandemic to inform the future design of the project?*

### **Evaluation Approach and Methods**

The evaluation is to be undertaken in accordance with the [UNITAR Monitoring and Evaluation Policy Framework](#) and the [United Nations norms and standards for evaluation, and the UNEG Ethical Guidelines](#). The evaluation will be undertaken by a supplier or an international consultant (the

“evaluator”) under the supervision of the UNITAR Planning, Performance Monitoring and Evaluation Unit (PPME).

9. In order to maximize utilization of the evaluation, the evaluation shall follow a participatory approach and engage a range of project stakeholders in the process, including the project partner, the UN Country Team, the participants, the donor and other stakeholders. Data collection should be triangulated to the extent possible to ensure validity and reliability of findings and draw on the following methods: comprehensive desk review, including a stakeholder analysis; surveys; review of the log frame baseline data ; key informant interviews; focus groups; and field visits. These data collection tools are discussed below.

10. The evaluator should engage in quantitative and qualitative analysis in responding to the principal evaluation questions and present the findings qualitatively or quantitatively as most appropriate.

**Data collection methods:**

*Comprehensive desk review*

The evaluator will compile, review and analyse background documents and secondary data/information related to the project. A list of background documentation for the desk review is included in Annex C.

*Stakeholder analysis*

The evaluator will identify the different stakeholders involved in the project. Key stakeholders at the global and national level include, but are not limited, to:

- Partner institutions, including donors and implementing partners;
- Beneficiaries/participants;
- Trainers/facilitators;
- UN Country Team;
- Host (local) government;
- Etc.

*Survey(s)*

With a view to maximizing feedback from the widest possible range of project stakeholders, the consultants will develop and deploy a survey(s) following the comprehensive desk study to provide an initial set of findings and allow the evaluator to easily probe during the key informant interviews.

*Key informant interviews*

Based on stakeholder identification, the evaluator will identify and interview key informants. The list of contacts is available in Annex A. In preparation for the interviews with key informants, the consultant will define interview protocols to determine the questions and modalities with flexibility to adapt to the particularities of the different informants, either at the global, at the national or local level.

*Focus groups*

Focus groups should be organized with selected project stakeholders at the local levels to complement/triangulate findings from other collection tools.

*Field visit*

Due to Covid-19 the data collection does not include a field visit to Colombia that requires international travel. Local travel for interviews and focus groups with logistical support from Project Management local staff is to be considered depending on the residence of the evaluator. Observation may also prove useful if activities are being implemented simultaneously to the local field visit. The evaluator shall also organise a one-day workshop on [outcome evidencing](#) with project stakeholders in Colombia remotely if it can add value to the evaluation's data collection.

The evaluator should be able to undertake data collection entirely remotely should travel restrictions be imposed due to the Covid-19 pandemic.

### **Gender and human rights**

11. The evaluator should incorporate human rights, gender and equity perspectives in the evaluation process and findings, particularly by involving women and other disadvantaged groups subject to discrimination. All key data collected shall be disaggregated by sex and age grouping and be included in the draft and evaluation report. Though this is a general requirement for all evaluations, this evaluation should particularly put emphasis on gender equality.

12. The guiding principles for the evaluation should respect transparency, engage stakeholders and beneficiaries; ensure confidentiality of data and anonymity of responses; and follow **ethical** and professional standards ([UNEG Ethical Guidelines](#)).

### **Timeframe, work plan, deliverables and review**

13. The proposed timeframe for the evaluation spans from August 2020 (initial desk review and data collection) to December 2020 (submission of final evaluation report). An indicative work plan is provided in the table below.

14. The consultant shall submit a brief evaluation design/question matrix following the comprehensive desk study, stakeholder analysis and initial key informant interviews. The evaluation design/question matrix should include a discussion on the evaluation objectives, methods and, if required, revisions to the suggested evaluation questions or data collection methods. The Evaluation design/question matrix should indicate any foreseen difficulties or challenges/limitations in collecting data and confirm the final timeframe for the completion of the evaluation exercise.

15. Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft based on comments made by the evaluation manager.

16. The draft evaluation report should follow the structure presented under Annex D. The report should state the purpose of the evaluation and the methods used and include a discussion on the limitations to the evaluation. The report should present evidence-based and balanced findings, including strengths and weaknesses, consequent conclusions and recommendations, and lessons to be learned. The length of the report should be approximately 20-30 pages, excluding annexes.

17. Following the submission of the zero draft, a draft report will then be submitted to the project which is comprised of a member of the project management, a representative of the project global partners, a representative from national partners and a representative from the donor, the German Federal Ministry of Foreign Affairs.

18. Following the submission of the zero draft, a draft report will then be submitted to Project Management to review and comment on the draft report and provide any additional information using the form provided under Annex G by 23 November 2020. Within one week of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 14 December 2020.

Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to Project Management and other invited stakeholders jointly with the evaluator.

Indicative timeframe: July 2020 – December 2020

Activity	July	August	September	October	November	December
Evaluator selected and recruited						
Initial data collection, including desk review, stakeholder analysis						
Evaluation design/question matrix						
Data collection and analysis, including survey(s), interviews and focus groups and field visit						
Zero draft report submitted to UNITAR						
Draft evaluation report consulted with UNITAR evaluation manager and submitted to Project Management						
Project Management reviews draft evaluation report and shares comments and recommendations						
Evaluation report finalized and management response by Project Management						
Presentation of the evaluation findings and lessons learned						

## Summary of evaluation deliverables and indicative schedule

<b>Deliverable</b>	<b>From</b>	<b>To</b>	<b>Deadline*</b>
Evaluation design/question matrix	Evaluator	Evaluation manager	24 August 2020
Comments on evaluation design/question matrix	Evaluation manager	Evaluator	31 August 2020
Zero draft report	Evaluator	Evaluation manager	2 November 2020
Comments on zero draft	Evaluation manager	Evaluator	16 November 2020
Draft report	Evaluator	Evaluation manager	23 November 2020
Comments on draft report	Project Management	Evaluation manager	7 December 2020
Final report	Evaluator	Evaluation manager	14 December 2020
Presentation of the evaluation findings, recommendations and lessons learned	Evaluator/evaluation manager	Project Management	14 December 2020

### **Communication/dissemination of results**

19. The evaluation report shall be written in English. A summary short report (5-10 pages) shall be developed in Spanish. The final report will be shared with all partners and be posted on an online repository of evaluation reports open to the public.

### **Evaluation management arrangements**

20. The evaluator will be contracted by UNITAR and will report directly to the Director of the Strategic Planning and Performance Division and Manager of Planning, Performance Monitoring, and Evaluation Unit (PPME) ('evaluation manager').

21. The evaluation manager reports directly to the Executive Director of UNITAR and is independent from all programming related management functions at UNITAR. According to UNITAR's Monitoring and Evaluation Policy, in due consultation with the Executive Director/programme management, PPME issues and discloses final evaluation reports without prior clearance from other UNITAR Management or functions. This builds the foundations of UNITAR's evaluation function's independence and ability to better support learning and accountability.

22. The evaluator should consult with the evaluation manager on any procedural or methodological matter requiring attention. The evaluator is responsible for planning any meetings, organizing online surveys and undertaking administrative arrangements for any travel that may be required (e.g. accommodation, visas, etc.). The travel arrangements, if any, will be in accordance with the UN rules and regulations for consultants.

### **Evaluator Ethics**

23. The evaluator selected should not have participated in the project's design or implementation or have a conflict of interest with project activities. The selected consultant shall sign and return a copy of the code of conduct under Annex F prior to initiating the assignment and comply with [UNEG Ethical Guidelines](#).

## Professional requirements

24. The evaluator should have the following qualifications and experience:

- MA degree or equivalent in peacebuilding, development or a related discipline. Knowledge and experience of executive type training, including in areas related to peacebuilding.
- At least 7 years of professional experience conducting evaluation in the field of capacity building, peacebuilding. Knowledge of United Nations Norms and Standards for Evaluation.
- Technical knowledge of the focal area including the evaluation of peacebuilding related topics
- Field work experience in developing countries.
- Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches. Experience in evaluation using Kirkpatrick method is an advantage.
- Excellent writing skills.
- Strong communication and presentation skills.
- Cross-cultural awareness and flexibility.
- Availability to travel.
- Fluency in oral and written English and Spanish (a language proficiency test will be administered to assess language requirements).

### Annexes:

- A. List of contact points
- B. Event data available on the UNITAR Event Management System
- C. List of documents and data to be reviewed
- D. Structure of evaluation report
- E. Project logical framework
- F. Audit trail
- G. Evaluator code of conduct

### Annex A: List of contact points

### B: Event data available on the Event Management System from 2019

Start	End	Event Name	Participants
2019-07-08	2019-07-12	Capacitación Master herramienta para Jóvenes. Jóvenes líderes de paz y reconciliación en Colombia: un enfoque transformador. Componente III: Perspectivas de paz	12
2019-07-08	2019-07-12	Capacitación Master herramienta para Profesionales. Jóvenes líderes de paz y reconciliación en Colombia: un enfoque transformador. Componente III: Perspectivas de paz	10
2019-07-15	2019-07-19	Capacitación Master herramienta para Profesores. Jóvenes líderes de paz y reconciliación en Colombia: un enfoque transformador. Componente III: Perspectivas de paz	12
2019-07-15	2019-07-24	Capacitación Master. Jóvenes líderes de paz y reconciliación en Colombia: un enfoque transformador. Componente II: Viaje de Héroes y Heroínas	12
2019-09-02	2019-09-06	Capacitación Master. Jóvenes líderes de paz y reconciliación en Colombia: un enfoque transformador. Componente I: Pintando el Futuro	21

**Annex C: List of documents/data to be reviewed**

- Annual narrative and finance reports
- Legal Agreement
- Logical Framework and outcome areas
- Project Description
- Content from events
- Any other document deemed to be useful to the evaluation

**Annex D: Structure of evaluation report**

- i. Title page
- ii. Executive summary
- iii. Acronyms and abbreviations
  - 1. Introduction
  - 2. Project description, objectives and development context
  - 3. Theory of change/project design logic
  - 4. Methodology and limitations
  - 5. Evaluation findings based on criteria/principal evaluation questions
  - 6. Conclusions
  - 7. Recommendations
  - 8. Lessons Learned
  - 9. Annexes
    - 1. Terms of reference
    - 2. Survey/questionnaires deployed
    - 3. List of persons interviewed
    - 4. List of documents reviewed
    - 5. Evaluation question matrix
    - 6. Evaluation consultant agreement form

**Annex E: Project Logical Framework and outcome areas**

<b>LogFrame: Projekt-Nr. / Project no.: ____</b>				
<b>PROJEKTTITEL / Project title: Youth-led Peace and Reconciliation in Colombia: a Transformational Approach</b>				
<b>INTERVENTIONSLOGIK</b> Intervention logic	<b>PROJEKTBESCHREIBUNG</b>	<b>INDIKATOREN</b>	<b>QUELLEN DER NACHPRÜFBARKEIT/ FUENTES DE VERIFICACION</b>	<b>ANNAHMEN UND RISIKEN/ Suposiciones y riesgos</b>

<b>INTERVENTIO NSEBENE</b>	<b>OBERZIE L</b>	The project contributes to the ongoing peace and reconciliation process in Colombia through strengthening the resilience and conflict prevention capacities of at-risk youth, families, marginalized communities and the broader society.			For risk management, please also see the dedicated section in the project documents.
<b>Level of intervention</b>	<b>Overall objective/ Impact</b>				
	<b>PROJEKT ZIEL</b>	Local communities are better able to help prevent the (re-)recruitment of at-risk children and youth and to support the reintegration of children and youth formerly associated with armed groups and criminal gangs through the use of the strategies/tools included in the educational toolbox "Pintando el Futuro".	Number of communities in which the educational tool has been used. Baseline: 0 Target: 15  Percentage of community members involved in the project measures, declaring to apply the strategies/tools transferred through the educational activities in their day-to-day lives. Baseline: 0 Target: 75%  Percentage of community members involved in the project measures, that according to observations made by professionals and teachers	Activities attendance sheets;  Individual interviews with selected community members after the multiplication at local level [level 3 evaluation (application) of the Kirkpatrick Model];  Collective interviews with selected community members after the multiplication at local level (children, youth, families) [level 3 evaluation (application) of the Kirkpatrick Model].  Individual interviews with professionals	Assumptions: - Communities' recognition of positive effects of reintegration increases participation and commitment from beneficiaries. - Increased trust in the local peace process encourages commitment by communities.  Risks: - Basic security of the area deteriorates due to presence of armed groups and criminal gangs. - Changes to political landscape - opposition to project measures by local and national government. - Lack of funding and political
	<b>Specific objective I</b>				

			are able to apply the strategies/tools transferred through the educational activities in their day-to-day lives. Baseline: 0 Target: 60%	and teachers working with local community members that will be able to observe the application of strategies/tools included in the educational activities by children, youth, families and community members.	commitment of former child soldiers reintegration efforts. - Late transfer of funds postpones implementation of project activities - Tools and strategies not received as expected by beneficiaries.
	<b>Ergebnisse 1</b>	Teams of professionals (educators, psychologists, social workers working in community-based programmes) are independently able to implement activities and participatory methodologies aimed at raising awareness among youth, children, and families in local communities on risks associated with child soldiering and at preventing the (re-recruitment) of children and youth by armed groups and criminal gangs.	Percentage of participants meeting the completion requirements of the training of trainers focussed on enhancing knowledge and skills to raise awareness for risks associated with child soldiering. Baseline:0 Target: 80%	Pre- and post-training questionnaires [level 2 evaluation (learning) and level 1 evaluation (reaction) of the Kirkpatrick Model];  Individual interviews with trained Master trainers and trainers after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model].	Risks: - Low absorptive and technical capacity of UNITAR partners - Basic security deteriorates due to presence of armed groups and criminal gangs.
	<b>Expected results 1/output 1</b>		Percentage of participants meeting the completion requirements of the training of trainers focussed on enhancing knowledge and skills to support the successful reintegration of former child soldiers and reducing stigmatization		

			Baseline:0 Target: 80%		
	<b>AKTIVITÄTEN/ Maßnahmen 1.1</b>	1 Master Training for Professionals (1-week training for 9 Master trainers on the Pintando el Futuro toolbox). This activity will be implemented at the same time as Activity 2.1 in order to be cost-effective.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Late transfer of funds postpones implementation of project activities. - Tools and strategies not received as expected by beneficiaries.
	<b>Activities/ Tasks 1.1</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 1.2</b>	3 Training of Trainers courses for educators, psychologists, social workers, etc. at local levels delivered by Master Trainers (5-day training each on the Pintando el Futuro toolbox)	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Positive feedback and word of mouth from participants from previous years increase participation in ToTs. - Participants of the Master Training for Professionals able to deliver Training of Trainers on the Pintando el Futuro toolbox.  Risks: - Low attendance of ToTs - beneficiaries' institutions not willing to allow participation.
	<b>Activities/ Tasks 1.2</b>				

	<b>Ergebnisse 2</b>	Teams of teachers from local schools and educational institutions are independently able to implement activities and participatory methodologies aimed at raising awareness among youth, children, and families in local communities on risks associated with child soldiering and at preventing the (re-recruitment) of children and youth by armed groups and criminal gangs.	Percentage of participants meeting the completion requirements of the training of trainers focussed on enhancing knowledge and skills to raise awareness for risks associated with child soldiering. Baseline:0 Target: 80%	Pre- and post-training questionnaires [level 2 evaluation (learning) and level 1 evaluation (reaction) of the Kirkpatrick Model];  Individual interviews with trained Master trainers and trainers after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model].	Risks: - Low absorptive and technical capacity of UNITAR partners - Basic security deteriorates due to presence of armed groups and criminal gangs.
	<b>Expected results 2/output 2</b>		Percentage of participants meeting the completion requirements of the training of trainers focussed on enhancing knowledge and skills to support the successful reintegration of former child soldiers and reducing stigmatization Baseline:0 Target: 80%		
	<b>AKTIVITÄTEN/ Maßnahmen 2.1</b>	1 Master Training for Teachers (1-week training for 6 Master trainers on the Pintando el Futuro toolbox). This activity will be implemented at the same time of Activity 1.1 in order to be cost-effective)	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Late transfer of funds postpones implementation of project activities. - Tools and strategies not received as expected by beneficiaries.
	<b>Activities/ Tasks 2.1</b>				

	<b>AKTIVITÄTEN/ Maßnahmen 2.2</b>	2 Training of Trainers courses for Teachers at local level delivered by Master Trainers (5-day training each on the Pintando el Futuro toolbox).	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Positive feedback from participants from previous years increase participation in ToTs. - Participants of the Master Training for Professionals able to deliver Training of Trainers on the Pintando el Futuro toolbox.  Risks: - Low attendance of ToTs - beneficiaries' institutions not willing to allow participation.
	<b>Activities/ Tasks 2.2</b>				
	<b>Ergebnisse 3</b>	Local groups of children and young adults from 15 communities are able to sensitize their peers with regards to the peaceful resolution of conflicts and the reality and risks associated with the life in an armed groups and criminal gangs.	Percentage of participants fully achieving the learning objectives at the end of the training course. Baseline: 0 Target: 80%	Pre- and post-training participatory group assessment [level 2 evaluation (learning) and level 1 evaluation (reaction) of the Kirkpatrick Model];  Individual interviews with beneficiaries [level 3 evaluation (application) of the Kirkpatrick Model];  Collective interviews with beneficiaries [level 3 evaluation	Assumptions: - Commitment and will to participate by group of local children and youth - recognition of importance of themes guiding the project.  Risks: - Criminal gangs and armed groups influence divert from participation in the project activities. - Tools and strategies not received as expected by beneficiaries.  - Lack of trust in government's
	<b>Expected results 3/output 3</b>		Percentage of participants declaring an increase in their self-worth (especially former girl soldiers, members of indigenous populations, members of LGBTI community). Baseline: 0 Target: 75%		

				(application) of the Kirkpatrick Model];  Individual interviews with trained Master trainers and trainers able to observe the positive change of participants during and after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model].	effort of reintegration of former child soldiers. - Stigmatization of former child soldiers in local communities.
	<b>AKTIVITÄTEN/ Maßnahmen 3.1</b>	15 Multiplication trainings at local level for children and youth by trained professionals and teachers (5-sessions each training for minimum 20 participants).	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Beneficiaries trained in the Training of Trainers successfully able to multiply the trainings at the local level.  Risks: - Low attendance of multiplied trainings - Tools and strategies not received as expected by beneficiaries.
	<b>Activities/ Tasks 3.1</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 3.2</b>	5 Focus group sessions with children and youth beneficiaries (2-day event for	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Successful implementation of the multiplication of trainings allows children and

	<b>Activities/ Tasks 3.2</b>	max. 15 participants).			<p>youth beneficiaries to participate in focus groups.</p> <p>Risks:  - Low attendance of focus groups by previously involved beneficiaries  - Economic hardship hampers participation of beneficiaries</p>
	<b>Ergebnisse 4</b>	Community engagement and sensitization activities have been carried out in 15 local communities with the participation of families and local community members.	<p>Percentage of participants able to illustrate tools and strategies to better protect children and youth at risk of being (re-) recruited into armed groups and criminal gangs.  Baseline: 0  Target: 75%</p> <p>Percentage of participants stating increased level of acceptance of young people, especially girls and young women formerly associated with armed groups.  Baseline: 0  Target: 75%</p>	<p>Pre- and post-activity participatory group assessment [level 2 evaluation (learning) and level 1 (reaction) of the Kirkpatrick Model].</p> <p>Individual interviews with professionals and teachers working with local community members that are able to observe the change in participants attitude.</p>	<p>Assumptions:  - Commitment and will to participate by community members - recognition of importance of themes guiding the project.</p> <p>Risks:  - Criminal gangs and armed groups influence divert from participation in the project activities.  - Tools and strategies not received as expected by beneficiaries.  - Lack of trust in government's effort of reintegration of former child soldiers.  - Stigmatization of former child soldiers in local communities.  - Difficulties in reaching girls and members</p>
	<b>Expected results 4/output 4</b>				

					of indigenous communities. - Stigmatization of LGBTI community members.
	<b>AKTIVITÄTEN/ Maßnahmen 4.2</b>	15 Community engagement/sensitization events in the framework of the multiplication at the local level (Activity 3.1).	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Partner institutions' work in target communities encourages participation of community members. - Beneficiaries trained in the Training of Trainers successfully able to multiply the community engagement/sensitization at the local level.
	<b>Activities/ Tasks 4.2</b>				Risks: - Low attendance of focus groups by previously involved beneficiaries. - Basic security deteriorates due to presence of armed groups and criminal gangs. - Economic hardship hampers participation of family members (work) - Difficult reach of

					fathers/young men from the communities.
	<b>AKTIVITÄTEN/ Maßnahmen 4.2</b>	5 Focus group sessions are held with professionals and teachers who multiplied the training.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Successful implementation of the multiplication of trainings allows children and youth beneficiaries to participate in focus groups.  Risks: - Low attendance by previously involved beneficiaries.
	<b>Activities/ Tasks 4.2</b>				
	<b>PROJEKT ZIEL</b>	Young people in marginalized communities are better able to act as agents of positive change in their direct environments through the use of strategies/ tools included in the gamified educational tool	Number of communities in which the educational tool has been used. Baseline: 0 Target: 15  Percentage of community members involved in	Activities attendance sheets;  Individual interviews with selected community members after the multiplication at local level [level 3	Assumptions: - Communities' recognition of positive effects of involvement of youth as agents of positive change encourages participation and commitment from

	<p><b>Specific objective II</b></p>	<p>Viaje de Heroes y Heroínas.</p>	<p>the project measures, declaring to apply the strategies/tools transferred through the educational activities in their day-to-day lives. Baseline: 0 Target: 75%</p> <p>Percentage of community members involved in the project measures that according to observations made by professionals and teachers are able to apply the strategies/tools included in the educational activities in their day-to-day lives. Baseline: 0 Target: 60%</p>	<p>evaluation (application) of the Kirkpatrick Model];</p> <p>Collective interviews with selected community members after the multiplication at local level (children, youth, families) [level 3 evaluation (application) of the Kirkpatrick Model].</p> <p>Individual interviews with professionals and teachers working with local community members that will be able to observe the application of strategies/tools included in the educational activities by children, youth, families and community members.</p>	<p>beneficiaries.</p> <p>Risks:</p> <ul style="list-style-type: none"> <li>- Basic security of the area deteriorates due to presence of armed groups and criminal gangs.</li> <li>- Changes to political landscapes - opposition by local and national government.</li> <li>- Late transfer of funds postpones implementation of project activities</li> <li>- Tools and strategies not received as expected by beneficiaries.</li> </ul>
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	<b>Ergebnisse 1</b>	Teams of professionals (educators, psychologists, social workers etc.) working in marginalized communities are independently able to implement the gamified educational tool Viaje de Heroes y Heroínas.	Percentage of participants meeting the completion requirements of the training of trainers module aimed at strengthening knowledge and skills on promotion of gender inclusion within their organization and when designing and implementing educational activities at community level. Baseline: 0 Target: 80%	Pre- and post-training questionnaires [level 2 evaluation (learning) and level 1 evaluation (reaction) of the Kirkpatrick Model];  Individual interviews with trained Master trainers and trainers after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model].	Risks: - Low absorptive and technical capacity of UNITAR partners - Basic security deteriorates due to presence of armed groups and criminal gangs.
	<b>Expected results 1/output 1</b>		Percentage of participants meeting the completion requirements of the training of trainers module aimed at strengthening their capacity to analyse risks and vulnerabilities for youth in marginalized communities and plan educational activities in line the results of the analysis. Baseline: 0 Target: 80%		
			Percentage of participants meeting the		

			completion requirements of the training of trainers module focused on multiplying the gamified training tool. Baseline: 0 Target: 80%		
	<b>AKTIVITÄTEN/ Maßnahmen 1.1</b>	1 Master Training for Professionals (2-week training for 9 Master trainers on Viaje de Heroes y Heroínas toolbox). This activity will be implemented at the same time of Activity 2.1 in order to be cost-effective.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Late transfer of funds postpones implementation of project activities. - Tools and strategies not received as expected by beneficiaries.
	<b>Activities/ Tasks 1.1</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 1.2</b>	3 Training of trainers for Professionals at local level delivered by Master Trainers (5-day training on Viaje de Heroes and Heroínas toolbox)	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Positive feedback from participants from previous years increases participation in ToTs. - Participants of the Master Training for Professionals able to deliver Training of Trainers on Viaje de Heroes y Heroínas toolbox.  Risks: - Low attendance of ToTs - beneficiaries' institutions not
	<b>Activities/ Tasks 1.2</b>				

					willing to allow participation.
	<b>Ergebnisse 2</b>	Teams of teachers working in schools and educational institutions in marginalized communities are independently able to implement the gamified educational tool Viaje de Heroes y Heroínas.	Percentage of participants meeting the completion requirements of the training of trainers module aimed at strengthening knowledge and skills on promotion of gender inclusion within their organization and when designing and implementing educational activities at community level. Baseline: 0 Target: 80%	Pre- and post-training questionnaires [level 2 evaluation (learning) and level 1 evaluation (reaction) of the Kirkpatrick Model];  Individual interviews with trained Master trainers and trainers after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model].	Risks: - Low absorptive and technical capacity of UNITAR partners - Basic security deteriorates due to presence of armed groups and criminal gangs.
	<b>Expected results 2/output 2</b>		Percentage of participants meeting the completion requirements of the training of trainers module aimed at strengthening their capacity to analyse risks and vulnerabilities for youth in marginalized communities and plan educational activities in line the		

			<p>results of the analysis. Baseline: 0 Target: 80%</p> <p>Percentage of participants meeting the completion requirements of the training of trainers module focused on multiplying the gamified training tool. Baseline: 0 Target: 80%</p>		
	<b>AKTIVITÄTEN/ Maßnahmen 2.1</b>	<p>1 Master Training for Teachers (2-week training for 6 Master trainers on Viaje de Heroes y Heroínas toolbox). This activity will be implemented at the same time of Activity 1.1 in order to be cost-effective.</p>	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	<p>Risks: - Late transfer of funds postpones implementation of project activities. - Tools and strategies not received as expected by beneficiaries.</p>
	<b>Activities/ Tasks 2.1</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 2.2</b>	<p>2 Training of trainers courses for teachers at local level delivered by Master Trainers (5-day training on Viaje de Heroes y Heroínas toolbox)</p>	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	<p>Assumptions: - Positive feedback from participants from previous years increases participation in ToTs. - Participants of the Master Training for Professionals able to deliver Training of Trainers on Viaje de Heroes y Heroínas toolbox.</p> <p>Risks: - Low attendance of</p>
	<b>Activities/ Tasks 2.2</b>				

					ToTs - beneficiaries' institutions not willing to allow participation.
	<b>Ergebnisse 3</b>	Groups of children and young adults in 15 different local communities are able to assess and address risk factors in their contexts and are equipped to act as agents of positive change within their direct environment	Percentage of participants fully achieving the learning objectives at the end of the training module about the risks and vulnerabilities of children and youth in marginalized contexts. Baseline: 0 Target: 80%	Pre- and post-training participatory group assessment [level 2 evaluation (learning) and level 1 evaluation (reaction) of the Kirkpatrick Model];  Individual interviews with beneficiaries [level 3 evaluation (application) of the Kirkpatrick Model];  Collective interviews with beneficiaries [level 3 evaluation (application) of the Kirkpatrick Model];  Individual interviews with trained Master trainers and trainers able to observe the positive change of participants during and after the multiplication [level 3 evaluation	Assumptions: - Young people are willing and able to dedicate time to the continuous participation in the training sessions - Participating youth recognises risks and realities of being involved with illegal and criminal groups. - Engagement and commitment of beneficiaries to changing their own lives and to help prevent involvement in criminal activities.  Risks: - Basic security deteriorates due to the presence of armed groups and criminal gangs. - Economic hardships and influence of micro-trafficking and narcotrafficking networks hamper participation.
	<b>Expected results 3/output 3</b>		Percentage of participants fully achieving the learning objectives at the end of the training module about youth as agent of positive change. Baseline: 0 Target: 80%		
			Percentage of participants completing the Gamified Training Tool. Baseline: 0 Target: 80%		

				(application) of the Kirkpatrick Model].	
	<b>AKTIVITÄTEN/ Maßnahmen 3.1</b>	15 multiplication trainings at local level for children and youth by trained professional (minimum 20 sessions each event for minimum 20 participants).	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Partner institutions' work in target communities encourages participation of community members. Assumptions: - Beneficiaries trained in the Training of Trainers successfully able to multiply the trainings at the local level.  Risks: - Basic security deteriorates due to presence of armed groups and criminal gangs.
	<b>Activities/ Tasks 3.1</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 3.1</b>	5 Focus groups are conducted with children and youth beneficiaries (2-day event for max. 15 participants).	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Successful implementation of the multiplication of trainings allows children and youth beneficiaries to participate in focus groups.
	<b>Activities/ Tasks 3.1</b>				Risks: - Low attendance of

					previously involved beneficiaries. - Economic hardship hampers participation of beneficiaries.
	<b>Ergebnisse 4</b>	Community engagement and sensitization activities on the risks associated with the lack of adequate protection and care of children and youth in marginalized communities and on the role of youth as change makers have been carried out with the participation of a group of families and local community members.	Percentage of participants stating increased level of sensitization on issues related to importance of child and youth care and protection. Baseline: 0 Target: 75%	Pre- and post-activity participatory group assessment [level 2 evaluation (learning) and level 1 (reaction) of the Kirkpatrick Model].  Individual interviews with professionals and teachers working with local community members that are able to observe the change in participants' attitude.	Risks: - Basic security deteriorates due to the presence of armed groups and criminal gangs. - Economic hardships and influence of micro-trafficking and narco-trafficking networks hamper participation. - Difficult reach of fathers/young men from the communities.
	<b>Expected results 4/output 4</b>		Percentage of participants stating increased level of awareness on the role of youth as change makers. Baseline: 0 Target: 75%		
	<b>AKTIVITÄTEN/ Maßnahmen 4.1</b>	15 Community engagement/sensitization event in the framework of the multiplication at the local level (Activity 3.1).	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Partner institutions' work in target communities encourages participation of community members. - Beneficiaries

	<b>Activities/ Tasks 4.1</b>				<p>trained in the Training of Trainers successfully able to multiply the community engagement/sensitization at the local level.</p> <p>Risks:</p> <ul style="list-style-type: none"> <li>- Basic security deteriorates due to presence of armed groups and criminal gangs.</li> <li>- Economic hardship hampers participation of family members (work)</li> <li>- Difficult reach of fathers/young men from the communities.</li> </ul>
	<b>AKTIVITÄTEN/ Maßnahmen 4.1</b>	5 Focus groups are conducted with professionals and teachers who were involved in training multiplication.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	<p>Assumptions:</p> <ul style="list-style-type: none"> <li>- Successful implementation of the multiplication of trainings allows beneficiaries participate in focus groups.</li> </ul> <p>Risks:</p> <ul style="list-style-type: none"> <li>- Low attendance by previously involved beneficiaries.</li> </ul>
	<b>Activities/ Tasks 4.1</b>				

	<b>PROJEKT ZIEL</b>	Local communities and families are better equipped to support the ongoing reconciliation process in the Colombian society through the use of storytelling and historical memory building strategies/tools included in the educational toolbox "Perspectivas de Paz".	Number of communities in which the educational tool has been used. Baseline: 0 Target: 20	Activities attendance sheets;  Individual interviews with selected community members after the multiplication at local level [level 3 evaluation (application) of the Kirkpatrick Model];	Assumptions: - Communities' recognition of positive effects of reconciliation encourages participation and commitment from beneficiaries. - Increased trust in the peace process encourages commitment of communities.
	<b>Specific objective III</b>		Percentage of community and family members involved in the project measures declaring to apply the strategies/tools included in the educational activities in their day-to-day lives. Baseline: 0 Target: 75%	Collective interviews with selected community members after the multiplication at local level (children, youth, families) [level 3 evaluation (application) of the Kirkpatrick Model].  Individual interviews with professionals and teachers working with local community members that will be able to observe the application of strategies/tools included in the educational activities by children, youth, families and	Risks: - Basic security of the area deteriorates due to presence of armed groups and criminal gangs. - Changes to political landscapes - opposition by local and national government. - Division in communities increases. - Late transfer of funds postpones implementation of project activities - Tools and strategies not received as expected by beneficiaries.

			exhibitions events acknowledging the importance of storytelling and historical memory building in sustainable reconciliation processes. Baseline: 0 Target: 75%	community members.	
	<b>Ergebnisse 1</b>	Teams of professionals (educators, psychologists, social workers working in community-based programmes) are independently able to implement activities and participatory methodologies to work, not only with children and youth, but also with their families and communities, around the topics of reconciliation, resilience and conflict prevention (three aspects that are relevant to the achievement of sustainable peace).	Percentage of participants meeting the completion requirements of the training of trainers module focused on increasing knowledge and skills to work with families in the thematic areas of reconciliation, resilience and conflict prevention. Baseline:0 Target: 80%	Pre- and post-training questionnaires [level 2 evaluation (learning) and level 1 evaluation (reaction) of the Kirkpatrick Model];	Assumptions: - Engagement and commitment from beneficiaries - recognition of importance of themes guiding the project.
	<b>Expected results 1/output 1</b>		Percentage of participants meeting the completion requirements of the training of trainers module aimed at increasing the ability to implement activities at community level to better identify and address the risks that children and	Individual interviews with trained Master trainers and trainers after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model].	Risks: - Low absorptive and technical capacity of UNITAR partners - Basic security deteriorates due to presence of armed groups and criminal gangs.

			youth are exposed to within the context of their communities and families. Baseline:0 Target: 80%		
	<b>AKTIVITÄTEN/ Maßnahmen 1.1</b>	One 2-day workshops with 10 Professionals trained in the pilot phase covered through the ifa project (2018) to finalize training packages.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Late transfer of funds postpones implementation of project activities.
	<b>Activities/ Tasks 1.1</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 1.2</b>	1 Master Training for Professionals (educators, psychologists, social workers etc.) working in marginalized communities. This is a 6-day training for 15 Master trainers for Professional on the toolbox "Perspectivas de Paz". This activity, Activity 2.1 and Activity 3.1 will be implemented deploying 1 team of trainers in just 1 mission in order to be cost-effective.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Late transfer of funds postpones implementation of project activities. - Tools and strategies not received as expected by beneficiaries.
	<b>Activities/ Tasks 1.2</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 1.3</b>	5 Training of trainers for 15 participants on the toolbox "Perspectivas de	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Participants of the Master Training for Professionals able to deliver

	<b>Activities/ Tasks 1.3</b>	Paz" for educators, psychologists and social workers working in local communities delivered by Master Trainers.			Training of Trainers on the Perspectivas de Paz toolbox.  Risks: - Tools and strategies not received as expected by beneficiaries
	<b>Ergebnisse 2</b>	Team of teachers from local schools and educational institutions are independently able to implement activities and participatory methodologies to work, not only with children and youth, but also with their families around the topics of reconciliation, resilience and conflict prevention	Percentage of participants meeting the completion requirements of the training of trainers module focused on increasing knowledge and skills to work with families in the thematic areas of reconciliation, resilience and conflict prevention. Baseline:0 Target: 80%	Pre- and post-training questionnaires [level 2 evaluation (learning) and level 1 evaluation (reaction) of the Kirkpatrick Model];  Individual interviews with trained Master trainers and trainers after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model].	Assumptions: - Engagement and commitment from beneficiaries - recognition of importance of themes guiding the project.  Risks: - Low absorptive and technical capacity of UNITER partners - Basic security deteriorates due to presence of armed groups and criminal gangs.
	<b>Expected results 2/output 2</b>		Percentage of participants meeting the completion requirements of the training of trainers module aimed at increasing the ability to implement activities based on storytelling elements and historical memory building. Baseline:0 Target: 80%		

	<b>AKTIVITÄTEN/ Maßnahmen 2.1</b>	One 2-day workshops with 10 teachers, trained in the pilot phase covered through the ifa project (2018) to finalize training packages.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Lack of commitment from previously trained beneficiaries.
	<b>Activities/ Tasks 2.1</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 2.2</b>	1 Master Training for Teachers. This is a 6-day training for 15 Master trainers for Teachers on the toolbox "Perspectivas de Paz". This activity, Activity 1.1 and Activity 3.1 will be implemented deploying 1 team of trainers in just 1 mission in order to be cost-effective.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Late transfer of funds postpones implementation of project activities. - Tools and strategies not received as expected by beneficiaries
	<b>Activities/ Tasks 2.2</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 2.3</b>	5 Training of trainers for 15 participants on the toolbox "Perspectivas de Paz" for teachers of local schools delivered by Master Trainers.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Participants of the Master Training for Professionals able to deliver Training of Trainers on the Perspectivas de Paz toolbox.  Risks: - Tools and strategies not received as expected by beneficiaries
	<b>Activities/ Tasks 2.3</b>				
	<b>Ergebnisse 3</b>	Local groups of university students and young community leaders are able to apply the principles of do-no-harm, non-discrimination and	Percentage of participants fully achieving the learning objectives at the end of the training module. Baseline:0 Target: 80%	Pre- and post-training participatory group assessment [level 2 evaluation (learning) and level 1 evaluation (reaction) of	Assumptions: - Commitment and will to participate by students of local universities - recognition of importance of themes guiding the project.

	<b>Expected results 3/output 3</b>	social inclusion and to use storytelling tools to collect testimonies and build historical memory around reconciliation, resilience and conflict prevention strategies at individual, family and community level.		the Kirkpatrick Model];  Individual interviews with trained Master trainers and trainers after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model]	- Creation of safe space for students and youth to engage in historical memory building activities.  Risks: - University commitments hamper the participation and availability of university students. - Lack of will from community members to engage in difficult issues. - Difficult to collect testimonies of people involved with armed groups and conflict hostilities.
	<b>AKTIVITÄTEN/ Maßnahmen 3.1</b>	One 2-day workshops with 10 youth trained in the pilot phase covered through the ifa project (2018) to finalize training packages.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Lack of commitment from previously trained beneficiaries.
	<b>Activities/ Tasks 3.1</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 3.2</b>	One 6-day Master Training for 15 participants to be able to deliver the training on the toolbox "Perspectivas de Paz" to university students and young community leaders. This activity, Activity 1.1 and Activity 3.1 will be implemented	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - University commitments hampers participation of university students. - Tools and strategies not received as expected by beneficiaries
	<b>Activities/ Tasks 3.2</b>				

		deploying 1 team of trainers in just 1 mission in order to be cost-effective.			
	<b>AKTIVITÄTEN/ Maßnahmen 3.3</b>	5 Training of trainers courses for 15 participants on how to deliver the toolbox "Perspectivas de Paz" to university students and young community leaders delivered by Master Trainers.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Participants of the Master Training for Professionals able to deliver Training of Trainers on the Perspectivas de Paz toolbox.  Risks: - Tools and strategies not received as expected by beneficiaries
	<b>Activities/ Tasks 3.3</b>				
	<b>Ergebnisse 4</b>	Groups of students of 10 local schools are able to apply the principles of do-no-harm, non-discrimination and social inclusion and to use storytelling tools to collect testimonies and build historical memory around reconciliation, resilience and conflict prevention strategies at individual, family and community level.	Percentage of participants fully achieving the learning objectives at the end of the training module. Baseline:0 Target: 80%	Pre- and post-training participatory group assessment [level 2 evaluation (learning) and level 1 evaluation (reaction) of the Kirkpatrick Model];  Individual interviews with beneficiaries [level 3 evaluation (application) of the Kirkpatrick Model];  Collective interviews with beneficiaries [level 3 evaluation (application) of the Kirkpatrick Model];	Assumptions: - Commitment and will to participate by students of local schools - recognition of importance of themes guiding the project. - Creation of safe space for families and community members to engage in historical memory building activities.  Risks: - Lack of will from community members to engage in difficult/sensitive issues. - Difficult to collect testimonies of people victims of armed
	<b>Expected results 4/output 4</b>				

				Individual interviews with trained Master trainers and trainers able to observe the positive change of participants during and after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model].	groups and conflict hostilities.
	<b>AKTIVITÄTEN/ Maßnahmen 4.1</b>	10 multiplication trainings in local schools for children and youth by trained teachers (10-sessions each event for minimum 20 participants).	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Partner institutions' work in target communities encourages participation of community members. - Beneficiaries trained in the Training of Trainers successfully able to multiply the trainings at the local level.
	<b>Activities/ Tasks 4.1</b>				Risks: - Basic security deteriorates due to presence of armed groups and criminal gangs. - Economic hardship hampers participation of family members (work) - Difficult to reach girls, members of indigenous

					populations, LGBTI community members.
	<b>Ergebnisse 5</b>	In 20 communities community engagement and sensitization activities on the importance of reconciliation, non-violent communication and stability within households, peaceful coexistence and cooperation between families within the context of their communities have been carried out with the participation of families and local community members.	Percentage of participants stating increased awareness of the importance of reconciliation within and among communities. Baseline: 0 Target: 75%	Pre- and post-activity participatory group assessment [level 2 evaluation (learning) and level 1 (reaction) of the Kirkpatrick Model].	Assumptions: - Partner institutions' work in target communities encourages participation of community members.
	<b>Expected results 5/output 5</b>		Percentage of participants stating enhanced non-violent communication and stability within households. Baseline: 0 Target: 75%	Individual interviews with professionals and teachers working with local community members that are able to observe the change in participants attitude.	Risks: - Basic security deteriorates due to presence of armed groups and criminal gangs. - Economic hardship hampers participation of family members (work) - Difficult to reach of fathers/young men from the communities.
			Percentage of participants stating enhanced peaceful coexistence and cooperation between families within their communities. Baseline: 0 Target: 75%		

	<b>AKTIVITÄTEN/ Maßnahmen 5.1</b>	10 multiplication trainings in local communities by trained professional and youth (6-sessions each event for minimum 20 participants).	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Partner institutions' work in target communities encourages participation of community members. - Beneficiaries trained in the Training of Trainers successfully able to multiply the trainings at the local level.  Risks: - Basic security deteriorates due to presence of armed groups and criminal gangs. - Economic hardship hampers participation of family members (work) - Difficult to reach girls, members of indigenous populations, LGBTI community members.
	<b>Activities/ Tasks 5.1</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 5.2</b>	10 Community engagement/sensitization events in the framework of the multiplication at the local level (Activity 5.1)	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Partner institutions' work in target communities encourages participation of community members.

	<b>Activities/ Tasks 5.2</b>				<p>- Beneficiaries trained in the Training of Trainers successfully able to multiply the community engagement/sensitization at the local level.</p> <p>Risks:  - Basic security deteriorates due to presence of armed groups and criminal gangs.  - Economic hardship hampers participation of family members (work)  - Difficult reach of fathers/young men from the communities.</p>
	<b>AKTIVITÄTEN/ Maßnahmen 5.3</b>	10 Community engagement/sensitization event in the framework of the multiplication in local schools (Activity 4.1).	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	<p>Assumptions:  - Partner institutions' work in target communities encourages participation of community members.  - Beneficiaries trained in the Training of Trainers successfully able to multiply the community engagement/sensitization at the local level.</p> <p>Risks:  - Basic security deteriorates due to</p>
	<b>Activities/ Tasks 5.3</b>				<p>- Beneficiaries trained in the Training of Trainers successfully able to multiply the community engagement/sensitization at the local level.</p> <p>Risks:  - Basic security deteriorates due to</p>

					presence of armed groups and criminal gangs. - Economic hardship hampers participation of family members (work) - Difficult reach of fathers/young men from the communities.
	<b>Ergebnisse 6</b>	An interactive exhibition has been created with the involvement of young Colombian community leaders and university students that serves the purpose of sparking a dialogue process at the community, national and international levels about different perspectives on the ongoing reconciliation process in Colombia.	Percentage of participants stating increased awareness of the importance of reconciliation within and among communities. Baseline: 0 Target: 75%	Group and Individual interviews with public attending the exhibition event [level 2 evaluation (learning) and level 1 (reaction) of the Kirkpatrick Model].	Assumptions: - Increased interest for reconciliation process in Colombia by the international community. - National advocacy/recognition of reconciliation and peaceful as foundation for the peace process in Colombia.  Risks: - Overall security in Colombia deteriorates for a recrudescence of the conflict.
	<b>Expected results 6/output 6</b>		Percentage of participants acknowledging the importance of storytelling and historical memory building in sustainable reconciliation processes. Baseline: 0 Target: 75%		
	<b>AKTIVITÄTEN/ Maßnahmen 6.1</b>	3 2-day workshops with 20 trained teachers, educators, psychologists and youth to develop the concept of the exhibition	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Late transfer of funds postpones implementation of project activities. - Low attendance of previously involved
	<b>Activities/Tasks 6.1</b>				

					beneficiaries.
	<b>AKTIVITÄTEN/ Maßnahmen 6.2</b>	Creation of the Exhibition - Design, production and distribution in 5 different locations in Colombia	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	<p>Assumptions:</p> <ul style="list-style-type: none"> <li>- Increased interest for reconciliation in Colombia encourages attendance to the Exhibition at community level.</li> <li>- The multiplications at community level allowed the creation and collection of artistic products connected to the stories and testimonies from local community members.</li> </ul> <p>Risks:</p> <ul style="list-style-type: none"> <li>- Late allocation of funds hampers the implementation of the Exhibition's related activities.</li> </ul>
	<b>Activities/ Tasks 6.2</b>				
	<b>AKTIVITÄTEN/ Maßnahmen 6.3</b>	2 Trainings for 20 youth about how to implement the activities included in the exhibition. The event is delivered in 3 days	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	<p>Risks:</p> <ul style="list-style-type: none"> <li>- Late transfer of funds postpones implementation of project activities.</li> <li>- Low attendance of previously involved beneficiaries.</li> <li>- Training content not received as expected by beneficiaries.</li> </ul>
	<b>Activities/ Tasks 6.3</b>				

	<b>AKTIVITÄTEN/ Maßnahmen 6.4</b>	Launch events of the Exhibition: 1 in Colombia (city tbd), 1 in New York and 1 in Geneva or Berlin. A group of 5 youth will travel to each location with a supervisor of Ciudad Don Bosco. Each event will take place over 3 days.	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Interest for reconciliation process in Colombia by Colombian society and international community. - All material for exhibition prepared and printed.  Risks: - Late transfer of funds postpones implementation of the project activities. - Late allocation of funds for travel hampers participation of groups of youth and supervisors to selected locations.
	<b>Activities/ Tasks 6.4</b>				

**Annex F: Evaluation Audit Trail Template**

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

**To the comments received on (date) from the evaluation of the Youth-led peace and reconciliation project**

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



**Annex G: Evaluation Consultant Code of Conduct and Agreement Form\***

**The evaluator:**

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. He/she should provide maximum notice, minimize demands on time, and respect people’s right not to engage. He/she must respect people’s right to provide information in confidence and must ensure that sensitive information cannot be traced to its source. He/she are not expected to evaluate individuals and must balance an evaluation of management functions with this general principle.
4. Sometimes uncovers evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. He/she should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, he/she must be sensitive to and address issues of discrimination and gender equality. He/she should avoid offending the dignity and self-respect of those persons with whom he/she comes in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, he/she should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders’ dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). He/she is responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

<p><b>Evaluation Consultant Agreement Form</b></p> <p><b>Agreement to abide by the Code of Conduct for Evaluation in the UN System</b></p> <p><b>Name of Consultant:</b> _____</p> <p><b>Name of Consultancy Organization (where relevant):</b> _____</p>
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I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation. and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to an actual or perceived conflict of interest.

<p>Signed at <i>place</i> on <i>date</i></p> <p>Signature: _____</p>
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\*This form is required to be signed by each evaluator involved in the evaluation.

## b. Surveys deployed

<b>Código de formulario</b>	F001-MT	Versión	003	Revisión	15-Sep
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### Evaluación independiente del proyecto Jóvenes Líderes de Paz y Reconciliación en Colombia: un enfoque transformador

Número total de preguntas	13
Tiempo estimado de respuesta	20 minutos

#### Encuesta para participantes en la capacitación Máster

Estimado(a) participante. Desde UNITAR, nos encontramos adelantando la evaluación formativa del proyecto Jóvenes Líderes de Paz y Reconciliación en Colombia: un enfoque transformador. Nos interesa mucho conocer las experiencias, conocimientos y aprendizajes que ha obtenido a partir de su participación, y la forma como este proceso ha tenido o no impacto en su organización y comunidad.

Sus contribuciones nos permitirán mejorar continuamente estos procesos y su contribución a la construcción de paz y la reconciliación.

Agradecemos mucho su tiempo para responder esta encuesta con la mayor precisión y detalle posibles.

**Aviso sobre uso de datos: Todas las respuestas, incluyendo los datos personales solicitados, serán tratadas con estricta confidencialidad. Su respuesta será usada únicamente como parte del análisis consolidado del total de respuestas recibidas para esta encuesta.**

**El tiempo aproximado de respuesta es de 20 minutos.**

1. Datos de caracterización del participante					
1.1. Género	Femenino	<input type="checkbox"/>	Masculino	<input type="checkbox"/>	Otro <input type="checkbox"/>
1.2. Grupo étnico	Indígena	<input type="checkbox"/>	Afrocolombiano	<input type="checkbox"/>	Otro <input type="checkbox"/>
1.3. ¿Presenta alguna condición de discapacidad?	SÍ	<input type="checkbox"/>	NO	<input type="checkbox"/>	
1.4. Seleccione el tipo de organización en la cual trabaja o colabora	Única respuesta				
Institución Educativa/Colegio	<input type="checkbox"/>	Organización comunitaria religiosa	<input type="checkbox"/>	Otra	<input type="checkbox"/>
Organización comunitaria	<input type="checkbox"/>	ONG nacional	<input type="checkbox"/>		
1.5. Área de desempeño					
Profesor	<input type="checkbox"/>	Psicólogo/a	<input type="checkbox"/>	Otro	<input type="checkbox"/>
Trabajador/a social	<input type="checkbox"/>	Educador	<input type="checkbox"/>		* especifique

1.6. Departamento donde se llevó a cabo la capacitación

Antioquia	<input type="checkbox"/>	Guajira	<input type="checkbox"/>
Arauca	<input type="checkbox"/>	Guaviare	<input type="checkbox"/>
Atlántico	<input type="checkbox"/>	Magdalena	<input type="checkbox"/>
Bolívar	<input type="checkbox"/>	Meta	<input type="checkbox"/>
Cauca	<input type="checkbox"/>	Nariño	<input type="checkbox"/>
Cesar	<input type="checkbox"/>	Norte de Santander	<input type="checkbox"/>
Córdoba	<input type="checkbox"/>	Quindío	<input type="checkbox"/>
Cundinamarca	<input type="checkbox"/>	Risaralda	<input type="checkbox"/>
Chocó	<input type="checkbox"/>	Santander	<input type="checkbox"/>
		Tolima	<input type="checkbox"/>

1.7. Ciudad

1.8. Vereda/Corregimiento

\*si aplica

2. ¿En qué capacitación participó?

a. Pintando el Futuro

b. Viajes de Héroe y Heroínas

c. Perspectivas de Paz

\*marque todas las opciones correspondientes

**Por favor responda las siguientes preguntas relacionadas con la capacitación:**

**Relevancia**

3. ¿Cree que esta capacitación ha sido relevante para el desempeño de su labor profesional/docente?

a. En nada	<input type="checkbox"/>	d. Ha sido fundamental	<input type="checkbox"/>
b. Un poco	<input type="checkbox"/>	e. No aplica	<input type="checkbox"/>
c. En mucho	<input type="checkbox"/>		

**Por favor amplíe su respuesta ¿Por qué?**

3.1. ¿Por favor mencione uno o más ejemplos de la forma como ha usado esta capacitación en el desempeño de su labor profesional o comunitaria?

Ejemplo 1

Ejemplo 2

Ejemplo 3

**Efectos**

4. ¿Si esta capacitación master se realizara de nuevo, agregaría alguna temática o componente?

Sí

Si la respuesta es Sí, mencione cuál

No, fue muy completo

5. ¿Cree que esta capacitación ha tenido impacto positivo en el trabajo comunitario y con niños, niñas y jóvenes que lleva a cabo su organización/institución educativa?

a. En nada

d. Ha sido fundamental

b. Un poco

e. No aplica

c. En mucho

¿ Qué factores cree que contribuyeron u obstaculizaron este resultado?

6. ¿Hasta qué punto cree que esta capacitación ha contribuido al fortalecer liderazgos de los/as jóvenes de su comunidad como constructores de paz?

a. En nada

d. Ha sido fundamental

b. Un poco

e. No aplica

c. En mucho

¿ Qué factores cree que contribuyeron u obstaculizaron este resultado?

**Multiplicación**

7. ¿Ha llevado a cabo una réplica de esta capacitación (capacitación de capacitadores), donde usted sea facilitador/a?

Sí

No

Está programada	<input type="checkbox"/>
8. ¿Si la respuesta a La pregunta anterior es SÍ, cuántas multiplicaciones de esta capacitación ha llevado a cabo?	
Marque la casilla correspondiente	Un a <input type="checkbox"/> Dos <input type="checkbox"/> Más de 2 <input type="checkbox"/>

¿ Si NO ha llevado a cabo una multiplicación, podría contarnos por qué?

9. Si la respuesta a la pregunta 7 es SÍ, díganos qué tan de acuerdo está con las siguientes afirmaciones			Opción múltiple
	En desacuerdo	Parcialmente de acuerdo	Totalmente de acuerdo
a. Los/as participantes en la multiplicación encontraron los contenidos de utilidad			
b. Los materiales de la caja de herramientas facilitaron el aprendizaje de los/as participantes			
c. Los/as participantes se mostraron receptivos al uso de estas herramientas en su trabajo o entornos comunitarios			
d. Me sentí confiado en mi rol como facilitador de este taller			
d. Creo que tenía los conocimientos suficientes para llevar a cabo la multiplicación			

11. ¿Considera que la capacitación master recibida le preparó para llevar a cabo la multiplicación con sus colegas y/o miembros de la comunidad?
--

a. En nada	<input type="checkbox"/>	d. Ha sido fundamental	<input type="checkbox"/>
b. Un poco	<input type="checkbox"/>	e. No aplica	<input type="checkbox"/>
c. En mucho	<input type="checkbox"/>		

**Aprendizajes significativos**

10. Cuál considera usted que ha sido el aprendizaje más significativo que le dejó esta capacitación en relación con:

\* Responda sobre las temáticas con las que se sienta más familiarizado de acuerdo a su capacitación

a. La resolución pacífica de conflictos y la resiliencia	<input type="checkbox"/>	No aplica	<input type="checkbox"/>
b. El trabajo con jóvenes como agentes de Paz	<input type="checkbox"/>	No aplica	<input type="checkbox"/>
c. La reconciliación y resiliencia comunitaria a través de herramientas pedagógicas y lúdicas	<input type="checkbox"/>	No aplica	<input type="checkbox"/>
d. La reconciliación y resiliencia comunitaria a través del arte y la cultura como constructores de memoria histórica	<input type="checkbox"/>	No aplica	<input type="checkbox"/>
e. La prevención del reclutamiento forzado de niños, niñas y adolescentes y la reintegración excombatientes	<input type="checkbox"/>	No aplica	<input type="checkbox"/>

11. Qué recomendaciones tiene que podrían ayudar a mejorar la capacitación en relación con:

a. Metodología y herramientas pedagógicas para el aprendizaje de contenidos	<input type="text"/>
b. El facilitador/a	<input type="text"/>

c. Contenidos de la capacitación

d. Tiempo para la implementación

e. Acompañamiento para llevar a cabo la réplica

f. Otro

12. ¿Tiene alguna otra recomendación o comentario que considere relevante para esta evaluación?	
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13. ¿Estaría de acuerdo con que le contactemos para conocer en mayor profundidad acerca de su experiencia personal y recomendaciones sobre esta capacitación?	SÍ		NO	
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13.1. Si está de acuerdo con que le contactemos, por favor déjenos sus datos a continuación:

Número de celular	
Correo electrónico	

<b>Código de formulario</b>	F002-TOT	<b>Versión</b>	001	<b>Revisión</b>	
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**Evaluación independiente del proyecto  
Jóvenes Líderes de Paz y Reconciliación en Colombia: un enfoque transformador**

Número total de preguntas	15
Tiempo estimado de respuesta	20 minutos

**Encuesta para participantes en la capacitación de capacitadores (TOT)**

Estimado(a) participante. Desde UNITAR, nos encontramos adelantando la evaluación formativa del proyecto Jóvenes Líderes de Paz y Reconciliación en Colombia: un enfoque transformador. Nos interesa mucho conocer las experiencias, conocimientos y aprendizajes que ha obtenido a partir de su participación, y la forma como este proceso ha tenido o no impacto e su organización y comunidad. Sus contribuciones nos permitirán mejorar continuamente estos procesos y su contribución a la construcción de paz y la reconciliación.

Agradecemos mucho su tiempo para responder esta encuesta con la mayor precisión y detalle posibles.

**Aviso sobre uso de datos: Todas las respuestas, incluyendo los datos personales solicitados, serán tratadas con estricta confidencialidad. Su respuesta será usada únicamente como parte del análisis consolidado del total de respuestas recibidas para esta encuesta.**

**El tiempo aproximado de respuesta es de 20 minutos.**

**1. Datos de caracterización del participante**

1.1. Género	Femenino	<input type="checkbox"/>	Masculino	<input type="checkbox"/>	Otro	<input type="checkbox"/>
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1.2. Grupo étnico	Indígena	<input type="checkbox"/>	Afrocolombiano	<input type="checkbox"/>	Otro	<input type="checkbox"/>
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1.3. ¿Presenta alguna condición de discapacidad?	SÍ	<input type="checkbox"/>	NO	<input type="checkbox"/>
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1.4. Seleccione el tipo de organización en la cual trabaja o colabora	Institución Educativa/Colegio	<input type="checkbox"/>	Organización comunitaria religiosa	<input type="checkbox"/>	Otra ¿Cuál?	<input type="checkbox"/>
	Organización comunitaria	<input type="checkbox"/>	ONG nacional	<input type="checkbox"/>	No Aplica	<input type="checkbox"/>

1.5. Área de desempeño	Profesor	<input type="checkbox"/>	Psicólogo/a	<input type="checkbox"/>	Estudiante	<input type="checkbox"/>
	Trabajador/a social	<input type="checkbox"/>	Educador	<input type="checkbox"/>	Otro	<input type="checkbox"/>

\* especifique

1.6. Departamento donde se llevó a cabo la capacitación	<input type="text"/>
---	----------------------

Antioquia  
 Arauca  
 Atlántico  
 Bolívar  
 Cauca  
 Cesar  
 Córdoba  
 Cundinamarca  
 Chocó


Guajira  
 Guaviare  
 Magdalena  
 Meta  
 Nariño  
 Norte de Santander  
 Quindío  
 Risaralda  
 Santander


1.7. Ciudad	<input type="text"/>	
1.8. Vereda/Corregimiento	<input type="text"/>	*si aplica

2. ¿En qué capacitación participó?		
a. Pintando el Futuro	<input type="checkbox"/>	*marque todas las opciones correspondientes
b. Viajes de Héroes y Heroínas	<input type="checkbox"/>	
c. Perspectivas de Paz	<input type="checkbox"/>	

**Por favor responda las siguientes preguntas relacionadas con la capacitación:**

**Relevancia**

3. ¿Cree que esta capacitación ha sido relevante para el desempeño de su labor profesional/docente, o su trabajo comunitario?

a. En nada	<input type="checkbox"/>	d. Ha sido fundamental	<input type="checkbox"/>
b. Un poco	<input type="checkbox"/>	e. No aplica	<input type="checkbox"/>
c. En mucho	<input type="checkbox"/>		

**Por favor amplíe su respuesta ¿Por qué?**

3.1. ¿Por favor mencione uno o más ejemplos de la forma como ha usado esta capacitación en el desempeño de su labor profesional o comunitaria?

Ejemplo 1	<input type="text"/>
Ejemplo 2	<input type="text"/>

Ejemplo 3

**Efectos**

4. ¿Si esta capacitación se realizara de nuevo, agregaría alguna temática o componente?

Sí

¿Cuál?  
?

No, fue muy completo

5. ¿Cree que esta capacitación ha tenido impacto positivo en el trabajo comunitario y/o con niños, niñas y jóvenes que lleva a cabo su organización/institución educativa?

a. En nada

d. Ha sido fundamental

b. Un poco

e. No aplica

c. En mucho

**¿ Qué factores cree que contribuyeron u obstaculizaron este resultado?**

6. ¿Cree que esta capacitación ha tenido impacto positivo a nivel personal en el el trabajo que usted lleva a cabo con niños, niñas, adolescentes, jóvenes y sus familias?

a. En nada

d. Ha sido fundamental

b. Un poco

e. No aplica

c. En mucho

**¿ Qué factores cree que contribuyeron u obstaculizaron este resultado?**

7. ¿Hasta qué punto cree que esta capacitación ha contribuido al fortalecer liderazgos de los/as jóvenes de su comunidad como constructores de paz?

a. En nada

d. Ha sido fundamental

b. Un poco

e. No aplica

c. En mucho

**¿ Qué factores cree que contribuyeron u obstaculizaron este resultado?**

**Multiplicación**

8. ¿Ha llevado a cabo una réplica de esta capacitación (capacitación de capacitadores), donde usted sea facilitador/a?

Sí

No

Está programada

9. ¿Si la respuesta a la pregunta anterior es SÍ, cuántas multiplicaciones de esta capacitación ha llevado a cabo?

Marque la casilla correspondiente

Una

Dos

Más de 2

¿ Si NO ha llevado a cabo una multiplicación, podría contarnos por qué?

10. Si la respuesta a la pregunta 7 es SÍ, díganos por favor qué tan de acuerdo está con las siguientes afirmaciones

a. Los/as participantes en la multiplicación encontraron los contenidos de utilidad

b. Los materiales de la caja de herramientas facilitaron el aprendizaje de los/as participantes

En desacuerdo	Parcialmente de acuerdo	Totalmente de acuerdo	

c. Los/as participantes se mostraron receptivos al uso de estas herramientas en su trabajo o entornos comunitarios

d. Me sentí confiado en mi rol como facilitador de este taller

d. Creo que tenía los conocimientos suficientes para llevar a cabo la multiplicación


**Aprendizajes significativos**

11. ¿Considera que la capacitación recibida le preparó para llevar a cabo la multiplicación con las familias o jóvenes de su comunidad?

a. En nada		d. Ha sido fundamental	
b. Un poco		e. No aplica	
c. En mucho			

12.Cuál considera usted que ha sido el aprendizaje más significativo que le dejó esta capacitación en relación con:

\* Responda sobre aquella o aquellas temáticas con las que se sienta más familiarizado de acuerdo a su capacitación

- a. La resolución pacífica de conflictos y la resiliencia
- b. El trabajo con jóvenes como agentes de Paz
- c. La reconciliación y resiliencia comunitaria a través de herramientas pedagógicas y lúdicas
- d. La reconciliación y resiliencia comunitaria a través del arte y la cultura como constructores de memoria histórica

	No aplica	

e. La prevención del reclutamiento forzado de niños, niñas y adolescentes y la reintegración excombatientes

		No apli ca	
--	--	------------------	--

13. Qué recomendaciones tiene que podrían ayudar a mejorar la capacitación en relación con:

a. Metodología y herramientas pedagógicas para el aprendizaje de contenidos

b. El facilitador/a

c. Contenidos de la capacitación

d. Tiempo para la implementación

e. Acompañamiento para llevar a cabo la réplica

f. Otro


14. ¿Tiene alguna otra recomendación o comentario que considere relevante para esta evaluación?

--

15. ¿Estaría de acuerdo con que le contactemos para conocer en mayor profundidad acerca de su experiencia personal y recomendaciones sobre esta capacitación?

SÍ

NO

	SÍ		NO	
--	----	--	----	--

15.1. Si está de acuerdo con que le contactemos, por favor déjenos sus datos a continuación:

Número de celular

Correo electrónico


### c. List of persons interviewed

<b>PRIMARY DATA COLLECTION - FIELDWORK AND VIRTUAL INTERVIEWS</b>					
<b>Independent Evaluation of the Youth-led peace and reconciliation in Colombia: A Transformational Approach Project</b>					
Component	Method	Name	Contact Organization	Date	Sex
Perspectivas de Paz	Focus group	Angie	Ciudad Don Bosco	2-Oct	Female
Perspectivas de Paz	Focus group	Luis	Ciudad Don Bosco	2-Oct	Male
Perspectivas de Paz	Focus group	Valentina	Ciudad Don Bosco	2-Oct	Female
Perspectivas de Paz	Focus group	Daniel	Ciudad Don Bosco	2-Oct	Male
Perspectivas de Paz	Focus group	Juan José	Ciudad Don Bosco	2-Oct	Male
Perspectivas de Paz	In-depth interview	Claudia Patricia Aristizabal	REDCONCILIAR CARE	2-Oct	Female
Perspectivas de Paz	In-depth interview	Stephany Lopera Arias	Movimiento Juvenil Salesiano - Ciudad Don Bosco	2-Oct	Female
Perspectivas de Paz	In-depth interview	Pedro Luis Beltrán	Movimiento Juvenil Salesiano - Ciudad Don Bosco	2-Oct	Male
Perspectivas de Paz	In-depth interview	Brayan Enrique Ferrer Almeida	Ciudad Don Bosco	2-Oct	Male
Perspectivas de Paz	In-depth interview	Pedro Luis Beltrán Bravo	Ciudad Don Bosco	2-Oct	Male

Viajes de Héroes y Heroínas	Focus group	Jhon Edwin	Corporación Génesis	3-Oct	Male
Viajes de Héroes y Heroínas	Focus group	Edward Esneider Osorio	Corporación Génesis	3-Oct	Male
Viajes de Héroes y Heroínas	Focus group	Santiago Gonzalez	Corporación Génesis	3-Oct	Male
Viajes de Héroes y Heroínas	Focus group	Julian Zuluaga Osorio	Corporación Génesis	3-Oct	Male
Viajes de Héroes y Heroínas	Focus group	Manuela Ocampo	Corporación Génesis	3-Oct	Female
Viajes de Héroes y Heroínas	Focus group	Daniela Martinez	Corporación Génesis	3-Oct	Female
Viajes de Héroes y Heroínas	Focus group	Laura Vanessa Osorio	Corporación Génesis	3-Oct	Female
Viajes de Héroes y Heroínas	Focus group	Jeisson Steven López	Corporación Génesis	3-Oct	Male
Viajes de Héroes y Heroínas	Focus group	Tatiana Grisales	Corporación Génesis	3-Oct	Female
Viajes de Héroes y Heroínas	Focus group	Sandra Milena López	Corporación Génesis	3-Oct	Female
Perspectivas de Paz	Focus group	Narly Arenas	Fundación El Maná	3-Oct	Female
Perspectivas de Paz	Focus group	Otoniel Ramirez Rojas	Corporación Génesis	3-Oct	Male
Perspectivas de Paz	Focus group	Rosalía Patiño	Corporación Génesis	3-Oct	Female
Perspectivas de Paz	Focus group	Libardo Antonio Henao	Corporación Génesis	3-Oct	Male

Perspectivas de Paz	Focus group	Maria Noelia Cartagena	Corporación Génesis	3-Oct	Female
Pintando El Futuro	Non participant observation	NA	Fundación Hogares Juveniles Campesinos	4-Oct	Group
Pintando El Futuro	In-depth interview	Carolina	Fundación Hogares Juveniles Campesinos	4-Oct	Female
Pintando El Futuro	In-depth interview	Erika	Fundación Hogares Juveniles Campesinos	4-Oct	Female
Pintando El Futuro	In-depth interview	Isabel Ester Rodger	Organización de Mujeres Víctimas Trabajando Juntos	4-Oct	Female
Viajes de Héroes y Heroínas	Non participant observation	NA	Fundación Escuelas de Paz	13-Oct	Group
Components I, II, III	Key Informant Interview	Amada Benavides	Fundación Escuelas de Paz	30-Sep	Female
Components II, III	Key Informant Interview	Leidy Janeth Ríos	Corporación Génesis	29-Sep	Female
Perspectivas de Paz	Key Informant Interview	Fernando Conde Suarez	Misión de Verificación de la ONU en Colombia	30-Sep	Male
Perspectivas de Paz	Key Informant Interview	Sor Ximena Caicedo Tombé	Instituto Hijas de María Auxiliadora	24-Sep	Female
Components I, II, III	Key Informant Interview	James Areiza	Ciudad Don Bosco	23-Sep	Male
Perspectivas de Paz	Key Informant Interview	Jorge Eliecer Quintero	Misión de Verificación de la ONU en Colombia	24-Sep	Male
Perspectivas de Paz	In-depth interview	Ángela María Tobón	Corporación Génesis		Female

Perspectivas de Paz	In-depth interview	Deisy Carolina Tobón Ocampo	Corporación Génesis	2-Oct	Female
Perspectivas de Paz	In-depth interview	Yuliana Botero	Universidad de Antioquia	2-Oct	Female
Perspectivas de Paz	In-depth interview	Andrés Tobón	Universidad de Antioquia	2-Oct	Male
Components I, II, III	In-depth interview	Paula Viviana Forero Gutiérrez	Fundación Escuelas de Paz	19-Oct	Female
Components I, II, III	In-depth interview	Fabio Andrés Pérez Benavides	Fundación Escuelas de Paz	19-Oct	Male
Components I, II, III	Key Informant Interview	Kim-Mailin Weinrich	Embajada de Alemania	22-Oct	Female

#### d. List of documents reviewed

<b>Annex d. List of documents reviewed</b>				
<b>Independent Evaluation of the Youth-led peace and reconciliation in Colombia: A Transformational Approach Project</b>				
<b>Code</b>	<b>Folder</b>	<b>Sub-Folder</b>	<b>Title</b>	<b>File type</b>
D001	Previous Projects	NA	Project Planning "Pintando el Futuro"	Project documents
D002	Previous Projects	NA	Application form IFA "Pintando el futuro"	Project documents
D003	Previous Projects	NA	Application form IFA "Pintando el futuro" part two	Project documents
P001	M&E Frameworks	M&E tools	Digital tools and guidelines	Photos
S001	M&E Frameworks	M&E tools	Post training questionnaires	Survey
S002	M&E Frameworks	M&E tools	Questionnaire for Communities	Survey
S003	M&E Frameworks	M&E tools	Individual Interviews	Survey
D004	M&E Frameworks	NA	Monitoring and Evaluation Framework	Project documents

P002	IFA report 2018	Pictures	Training of teachers	Photos
P003	IFA report 2018	Pictures	Training of educators	Photos
S004	IFA report 2018	Annexes	Evaluation Format training for youth	Survey
S005	IFA report 2018	Annexes	Evaluation Format training for educators	Survey
S006	IFA report 2018	Annexes	Evaluation Format training for teachers	Survey
D005	IFA report 2018	NA	Guidelines summary report	Project documents
D006	IFA report 2017	NA	Final Report Pintando el Futuro	Project documents
D007	IFA report 2017	NA	Evaluation Report Pintando el Futuro	Project documents
D008	Training Material	Covid Adaptations	De regreso a casa/ Back Home	Project documents
P004	Training Material	Covid Adaptations	Component III	Photos
D009	Training Material	Covid Adaptations	Component III	Project documents
D010	Training Material	Covid Adaptations	Component III	Project documents
M001	Training Material	Covid Adaptations	Component I	Materials
M002	Training Material	Component 3	Derechos de los niños	Materials
D011	Training Material	Component 3	Perspectivas de Paz	Project documents
D012	Training Material	Component 3	Perspectivas de Paz	Project documents
M003	Training Material	Component 2	Principios / values-beginning	Materials
P005	Training Material	Component 2	Cartas	Photos
M004	Training Material	Component 2	Cartas del destino	Materials
M005	Training Material	Component 1	Comics	Materials

M006	Training Material	Component 1	Training Manual	Materials
D013	IFA Report 2016	NA	Matriz final reporte/ Matrix final report	Project documents
D014	IFA Report 2016	NA	Final report	Project documents
B001	Complete project proposal	Adapted project proposal covid	Adapted project proposal COVID-19	Budget
N001	Complete project proposal	Adapted project proposal covid	Anpassung COVID-19 2020	Newsletter
S007	Complete project proposal	NA	Application for an allocation from Federal Foreign Office funds	Survey
S008	Complete project proposal	NA	Application for an allocation from Federal Foreign Office funds	Survey
D015	Complete project proposal	NA	Youth-led Peace and Reconciliation in Colombia: A Transformational Approach	Project documents
D016	Complete project proposal	NA	S03 FEM zuwendungsantrag	Project documents
B002	Complete project proposal	NA	Youth-led Peace and Reconciliation in Colombia	Database
B003	Lista of participants	NA	Component IIIB	Database
B004	Lista of participants	NA	Component IIIAP	Database
B005	Lista of participants	NA	Component IIIA	Database
B006	Lista of participants	NA	Component II	Database
B007	Lista of participants	NA	Component I	Database
N002	Agreements With Partner	NA	LOA unitar_Ciudad Don Bosco	Newsletter
N003	Agreements With Partner	NA	Letter of agreement	Newsletter
N004	Agreements With Partner	NA	Corporación Dimensión genesis Agreement	Newsletter
R001	Interim Reports	NA	Second interim report	Report

R002	Interim Reports	NA	First interim Report	Report
R003	Agreements Germany	NA		Report
N005	Newsletters	NA	Edition 5	Newsletter
N006	Newsletters	NA	Edition 4	Newsletter
N007	Newsletters	NA	Edition 3	Newsletter
N008	Newsletters	NA	Edition 2	Newsletter
N009	Newsletters	NA	Edition 1	Newsletter
B008	List of organizations and trainers	NA	NA	Database
B009	Unitar summary database	NA	Cuadro UNITAR CDB	Database
S009	Example of evaluation design	NA	NA	Other

**e. Evaluation question matrix**

<b>Evaluation Question Matrix</b>				
<b>Independent Evaluation of the Youth-led peace and reconciliation in Colombia: A Transformational Approach Project</b>				
<b>Criteria</b>		<b>Key evaluation questions (TOR)</b>	<b>Proposed evaluation question amendments</b>	<b>Subquestions</b>
Relevance	a	To what extent is the project aligned with the UNITAR strategic framework (2018-2021), the Institute's efforts to helping Member States implement the 2030 Agenda for Sustainable Development and more specifically in helping Colombia to achieve Goal 16, amongst others?	No amendments proposed	Not applicable

	b	How relevant is the design of the project and activities to the needs of local communities supporting gender equality and young women's empowerment, in addition to other groups made vulnerable?	No ammendments proposed	b1) To what extent has the project design and implementation enabled equal access and participation of girls and women? b2) To what extent has the project design applied a differentiated gender approach that considers the complexity of challenges faced by girls and women in conflict-prone areas of the country?
	c	To what extent are the current outcome areas likely to remain relevant in the future?	No ammendments proposed	c1) To what extent have project estrategies been adapted throughout the implementation phase? What are the main factors driving these adaptations? c2) To what extent has the project considered context and conflict sensitive adaptations to the strategies? c3) To what extent has the project adjusted the estrategies in each component to the challenges of the COVID-19 context?
Coherence	d	How well does the project complement earlier project phases and other conflict prevention efforts of UNITAR programming?	No ammendments proposed	d1) To what extent have project participants' from previous phases been involved in the design and implementation of the current phase? d2) To what extent does the current project strategy design draws on the learnings from the initial term?
	e	How well does the project complement other existing programmes and projects by other actors, in particular those of German implementing organizations, the EU, UN, OSCE?	No ammendments proposed	e1) Has the project established partnerships in the field with other UN agencies working on similiar topics or addressing the same target groups? d2) How have these partnerships, if any, enabled a greater participant outreach or the achievement of the project objectives?

Effectiveness	f	To what extent has the project contributed to changed behaviour/attitudes and informed decision making in a way that contributes to the ongoing peace and reconciliation process in Colombia?	No ammendments proposed	f1) Has the project strategy contributed to changes in behaviour towards former child soldiers, specially young girls and women?  f2) To which extent are storytelling activities producing enhanced social cohesion and contributions towards reconciliation in target communities?
	g	How effective is the project's three-component methodology to strengthen the resilience and conflict prevention capacities of at-risk youth, families, marginalized communities and the broader society?	No ammendments proposed	f3) To which extent has the project empowered young participants to contribute to conflict resolution and recruitment prevention within their communities?
	h	How effective has the project been in empowering young people to act as agents of positive change in their direct environments?	No ammendments proposed	h1)To what extent have the youth participating in the project applied the knowledge received in the trainings? h2)What are the most significant changes experienced from the participants' perspectives, and to what specific learnings or factors do they attribute these changes?
	i	To what extent were a human rights-based approach and a gender mainstreaming strategy and the "no one left behind" principle incorporated in the design and implementation of the project and more specifically in the selection of direct and indirect beneficiaries?	No ammendments proposed	i1) To what extent has the project incorporated gender-mainstreaming as an approach in the components?
	j	Has the project's structure (working in partnership with a network) been effective?	No ammendments proposed	Not applicable

Efficiency	k	To what extent has the project produced outputs in a cost-efficient manner (e.g. in comparison with alternative approaches)?	To what extent has the project produced outputs in a cost-efficient manner through partnership arrangements?	k1) What are the observable benefits from partnership arrangements as contribution to project objectives? Question above replaces: r. How cost effective were the implementing partner arrangements? Question p. is now a subquestion of this analysis: p. How cost effective was the project's implementing partner in delivering results?
	l	Were project's outputs and objectives achieved on time?	No ammendments proposed	Not applicable
	n	To what extent has the project collaborated with the UN Country Team?	No ammendments proposed	Not applicable
	o	To what extent has the programme created benefits of integrating gender equality (or not), and what were the related costs?	No ammendments proposed	o1) To what extent does the budget reflect gender-based programming? o2) Have the main implementing partners incorporated gender-based budgeting to their activities?
	q	To what extent has the project adapted to Covid-19 related restrictions?	No ammendments proposed	q1) What has been the impact of the adaptations in the effectiveness of the strategies? q2) How have the adaptations made ensured effective outreach and inclusion of participants? q3) Are there observable cost-benefits from the virtual versus in-person approaches?
Impact	t	To what extent have the targeted local communities applied the knowledge and tools to prevent recruitment of children and youth and advance towards reintegration of former child combatants?	No ammendments proposed	Not applicable

	u	What real difference has the project made in strengthening the capacities in resilience and conflict prevention of at-risk youth, families, marginalized communities and the broader society to contribute to the ongoing peace and reconciliation process in Colombia?	What are observable anticipated effects from strengthening the capacities in resilience and conflict prevention of at-risk youth, families, marginalized communities and the broader society to contribute to the ongoing peace and reconciliation process in Colombia?	u1) Are there observed initial effects of the project, that have the potential for mid and long term impacts in local peace and reconciliation? u2) Is there and observable link between the pathways (components) outlined for the project to reach the overall project goal? u3) To what specific aspects of the strategies are the possible mid and long term impacts connected based on the evidence gathered? u4) To what extent trainings at the organizational and individual level enable participants to be agents of peace and reconciliation in their communities?
Sustainability	v	To what extent are the project's results likely to endure beyond the implementation of the activities in the mid- to long-term?	No ammendments proposed	Not applicable
	w	What were the major factors which influenced the achievement or non-achievement of sustainability of the project?	No ammendments proposed	Not applicable
	x	To what extent is the current design, including the training of teams of professionals and teachers, likely to contribute to sustained capacity?	No ammendments proposed	x1. To what extent are the partners in the network prepared and interested in continued application the toolbox and strategies for each component?
	y	What can we learn from the 2020 Covid-19 pandemic to inform the future design of the project?	No ammendments proposed	y1. To what extent are the partner implementing organizations in capacity to replicate the strategies using the COVIId-19 adaptations made?

## f. Evaluation consultant agreement form



### Annex G: Evaluation Consultant Code of Conduct and Agreement Form\*

#### The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. He/she should provide maximum notice, minimize demands on time, and respect people's right not to engage. He/she must respect people's right to provide information in confidence and must ensure that sensitive information cannot be traced to its source. He/she are not expected to evaluate individuals and must balance an evaluation of management functions with this general principle.
4. Sometimes uncovers evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. He/she should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, he/she must be sensitive to and address issues of discrimination and gender equality. He/she should avoid offending the dignity and self-respect of those persons with whom he/she comes in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, he/she should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). He/she is responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

#### Evaluation Consultant Agreement Form<sup>2</sup>

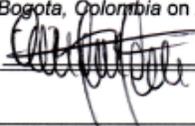
##### Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: \_\_AURA LILIANA LÓPEZ LÓPEZ

Name of Consultancy Organization (where relevant): \_\_\_\_\_

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation. and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to an actual or perceived conflict of interest.

Signed at *Bogota, Colombia* on *August 4, 2020*

Signature:  \_\_\_\_\_

<sup>2</sup>[www.unevaluation.org/unevaluationcodeofconduct](http://www.unevaluation.org/unevaluationcodeofconduct)

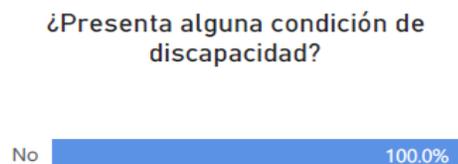
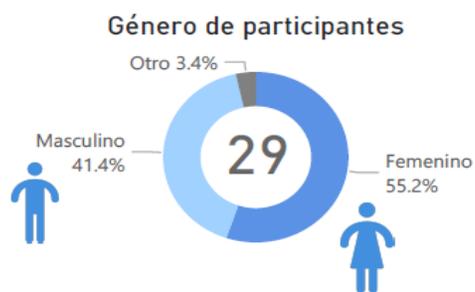
## g. Survey results – dashboards

### Survey F001- MT – Master trainers

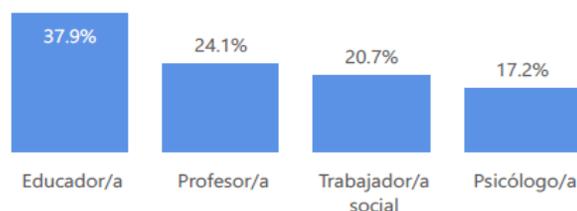
Evaluación independiente del proyecto "Jóvenes Líderes de Paz y Reconciliación en Colombia: un enfoque transformador"  
 Instituto de las Naciones Unidas para la Formación Profesional e Investigaciones



#### 1. Caracterización de los/a participantes



#### Área de desempeño



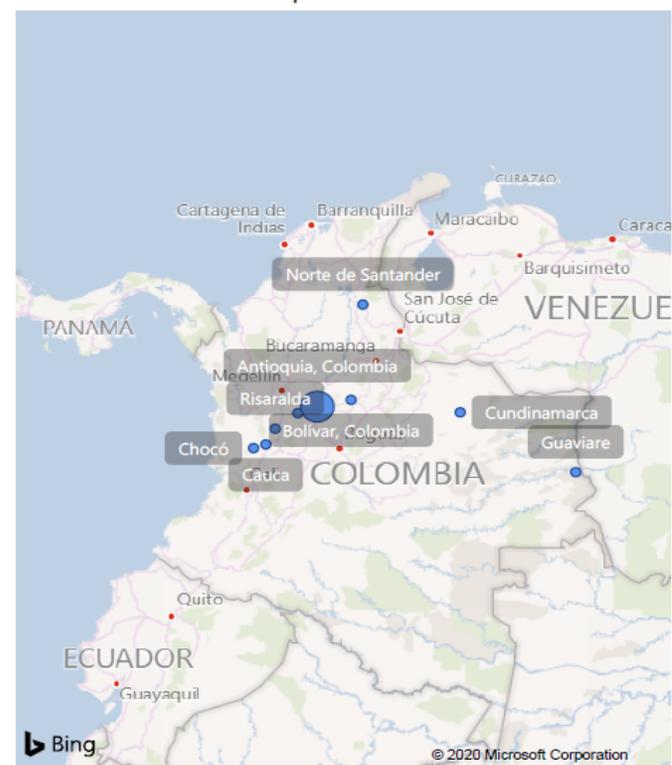
#### Tipo de organización en la cual trabaja o colabora



#### Participación por componente



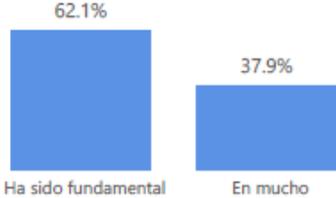
#### Departamento donde se llevó a cabo la capacitación



Resultados de encuesta dirigida a participantes en la capacitación Máster del proyecto "Jóvenes Líderes de Paz y Reconciliación en Colombia: Un enfoque transformador". Realizada de manera virtual entre el 17 de septiembre al 15 de octubre de 2020.

2. Relevancia y uso de los aprendizajes

¿Cree que esta capacitación ha sido relevante para el desempeño de su labor profesional/docente?



¿Por qué ha sido relevante para el desempeño de su labor profesional/docente?

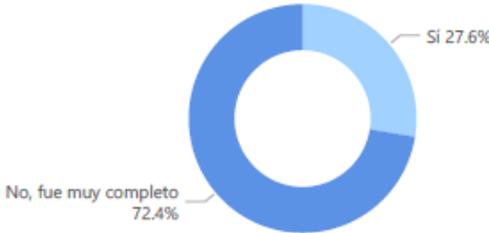


¿Cómo ha usado esta capacitación en el desempeño de su labor profesional?



F001-MT

¿Si esta capacitación máster se realizara de nuevo, agregaría alguna temática o componente?



¿Mencione cuál?



¿Considera que la capacitación máster recibida le preparó para llevar a cabo la multiplicación con sus colegas y/o miembros de la comunidad?



¿Ha llevado a cabo una réplica de esta capacitación, donde usted sea facilitador/a?



Si no ha llevado a cabo una réplica, ¿podría contarnos por qué?

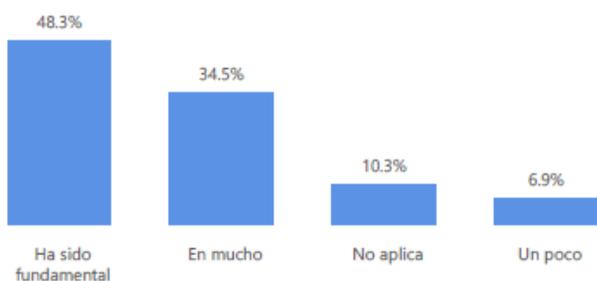


He llevado a cabo el siguiente número de multiplicaciones de la capacitación mencionada

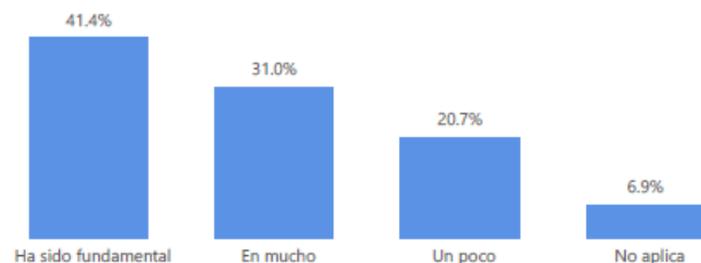


### 3. Percepción de impacto y factores habilitantes

¿Cree que esta capacitación ha tenido impacto positivo en el trabajo comunitario y con niños, niñas y jóvenes que lleva a cabo su organización/institución educativa?



¿Hasta qué punto cree que esta capacitación ha contribuido al fortalecer liderazgos de los/as jóvenes de su comunidad como constructores de paz?



¿Qué factores cree que contribuyeron u obstaculizaron este resultado?

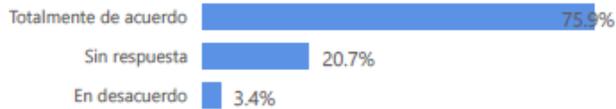


¿Qué factores cree que contribuyeron u obstaculizaron este resultado?

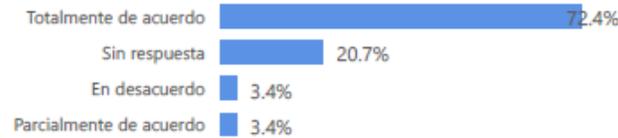


#### 4. Multiplicación de contenidos

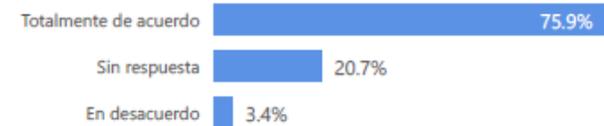
Los/as participantes en la multiplicación encontraron los contenidos de utilidad



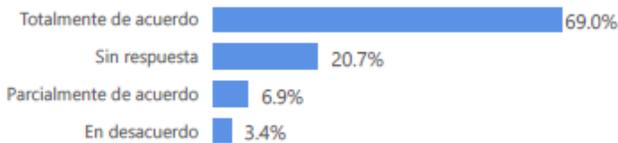
Me sentí confiado/a en mi rol como facilitador/a de este taller



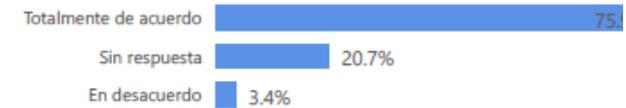
Los materiales de la caja de herramientas facilitaron el aprendizaje de los/as participantes



Creo que tenía los conocimientos suficientes para llevar a cabo la multiplicación



Los/as participantes se mostraron receptivos al uso de estas herramientas en su trabajo o entornos comunitarios

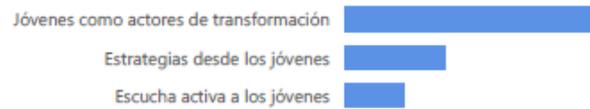


#### 5. ¿Cuál considera el aprendizaje más significativo?

a. La resolución pacífica de conflictos y la resiliencia



b. El trabajo con jóvenes como agentes de Paz



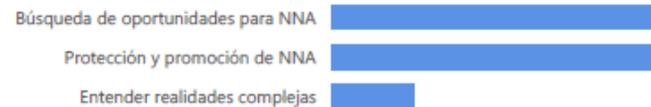
c. La reconciliación y resiliencia comunitaria a través de herramientas pedagógicas y lúdicas



d. La reconciliación y resiliencia comunitaria a través del arte y la cultura como constructores de memoria histórica



e. La prevención del reclutamiento forzado de niños, niñas y adolescentes y la reintegración excombatientes



## Survey FT002-TOT

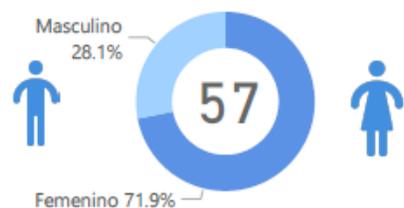
### Evaluación independiente del proyecto "Jóvenes Líderes de Paz y Reconciliación en Colombia: un enfoque transformador"

Instituto de las Naciones Unidas para la Formación Profesional e Investigaciones



#### 1. Caracterización de los/a participantes

##### Género de participantes



##### Grupo étnico de participantes



##### ¿Presenta alguna condición de discapacidad?



##### Área de desempeño



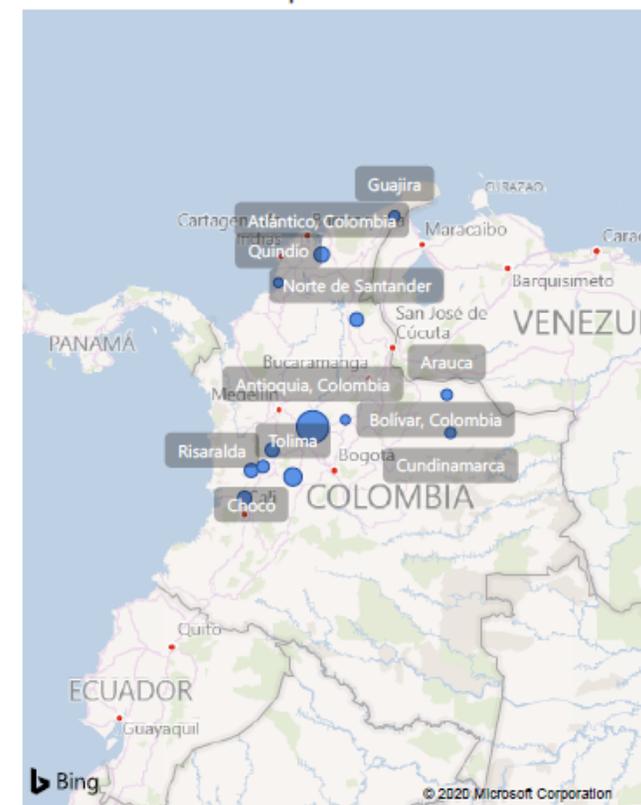
##### Tipo de organización en la cual trabaja o colabora



##### Participación por componente



#### Departamento donde se llevó a cabo la capacitación



Resultados de encuesta dirigida a participantes en la capacitación de capacitadores del proyecto "Jóvenes Líderes de Paz y Reconciliación en Colombia: un enfoque transformador". Realizada de manera virtual entre el 17 de septiembre al 15 de octubre de 2020.

## 2. Relevancia y uso de los aprendizajes

¿Cree que esta capacitación ha sido relevante para el desempeño de su labor profesional/docente?



¿Por qué ha sido relevante para el desempeño de su labor profesional/docente?



¿Cómo ha usado esta capacitación en el desempeño de su labor profesional?



F002-TOT

¿Si esta capacitación máster se realizara de nuevo, agregaría alguna temática o componente?



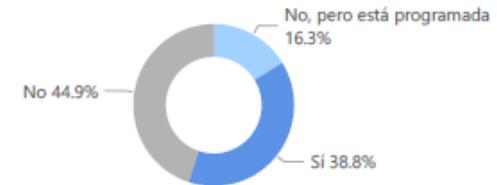
¿Mencione cuál?



¿Considera que la capacitación recibida le preparó para llevar a cabo la multiplicación con sus colegas y/o miembros de la comunidad?



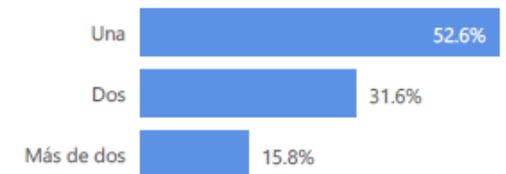
¿Ha llevado a cabo una réplica de esta capacitación, donde usted sea facilitador/a?



Si no ha llevado a cabo una réplica, ¿podría contarnos por qué?

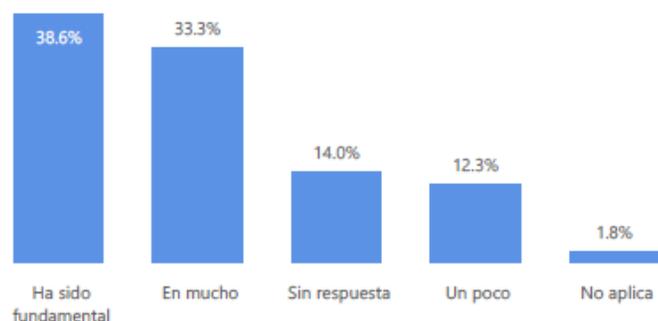


He llevado a cabo el siguiente número de multiplicaciones de la capacitación mencionada



### 3. Percepción de impacto y factores habilitantes

¿Cree que esta capacitación ha tenido impacto positivo en el trabajo comunitario y con niños, niñas y jóvenes que lleva a cabo su organización/institución educativa?



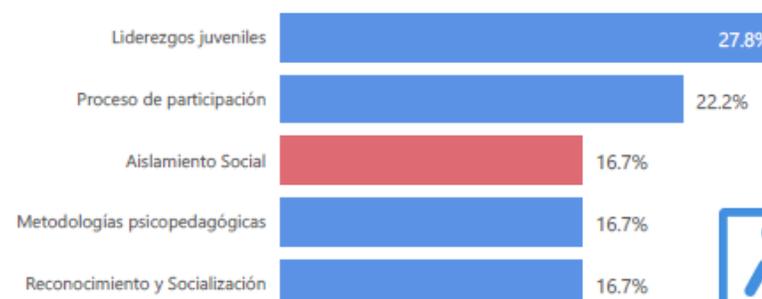
¿Hasta qué punto cree que esta capacitación ha contribuido al fortalecer liderazgos de los/as jóvenes de su comunidad como constructores de paz?



¿Qué factores cree que contribuyeron u obstaculizaron este resultado?

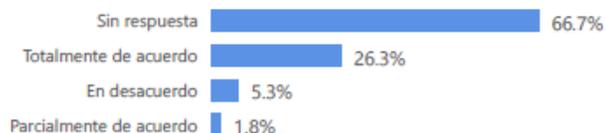


¿Qué factores cree que contribuyeron u obstaculizaron este resultado?

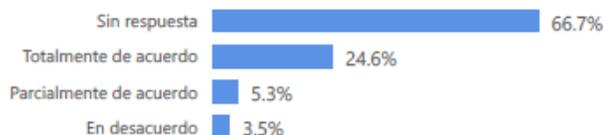


#### 4. Multiplicación de contenidos

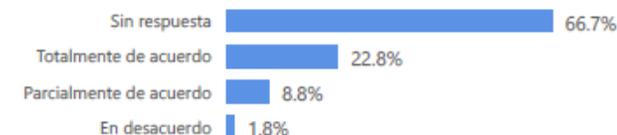
Los/as participantes en la multiplicación encontraron los contenidos de utilidad



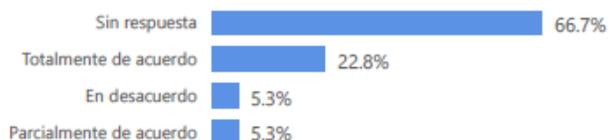
Me sentí confiado/a en mi rol como facilitador/a de este taller



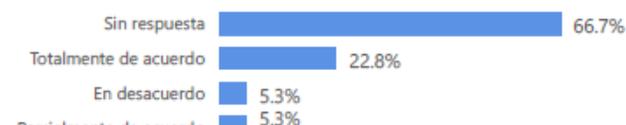
Los materiales de la caja de herramientas facilitaron el aprendizaje de los/as participantes



Creo que tenía los conocimientos suficientes para llevar a cabo la multiplicación



Los/as participantes se mostraron receptivos al uso de estas herramientas en su trabajo o entornos comunitarios



#### 5. ¿Cuál considera el aprendizaje más significativo?

a. La resolución pacífica de conflictos y la resiliencia



b. El trabajo con jóvenes como agentes de Paz



c. La reconciliación y resiliencia comunitaria a través de herramientas pedagógicas y lúdicas



d. La reconciliación y resiliencia comunitaria a través del arte y la cultura como constructores de memoria histórica



e. La prevención del reclutamiento forzado de niños, niñas y adolescentes y la reintegración excombatientes

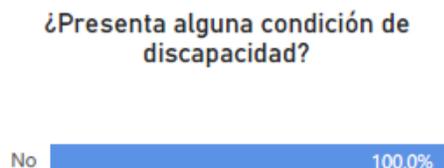
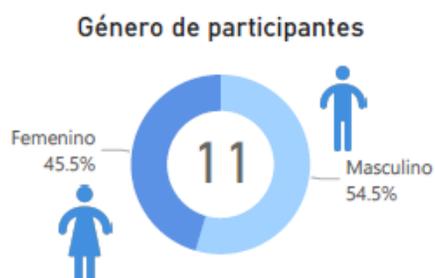


## Survey F002-TOTV

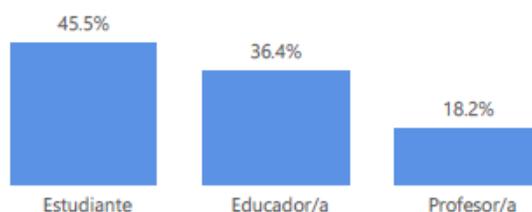
Evaluación independiente del proyecto "Jóvenes Líderes de Paz y Reconciliación en Colombia: un enfoque transformador"  
 Instituto de las Naciones Unidas para la Formación Profesional e Investigaciones



### 1. Caracterización de los/a participantes



### Área de desempeño



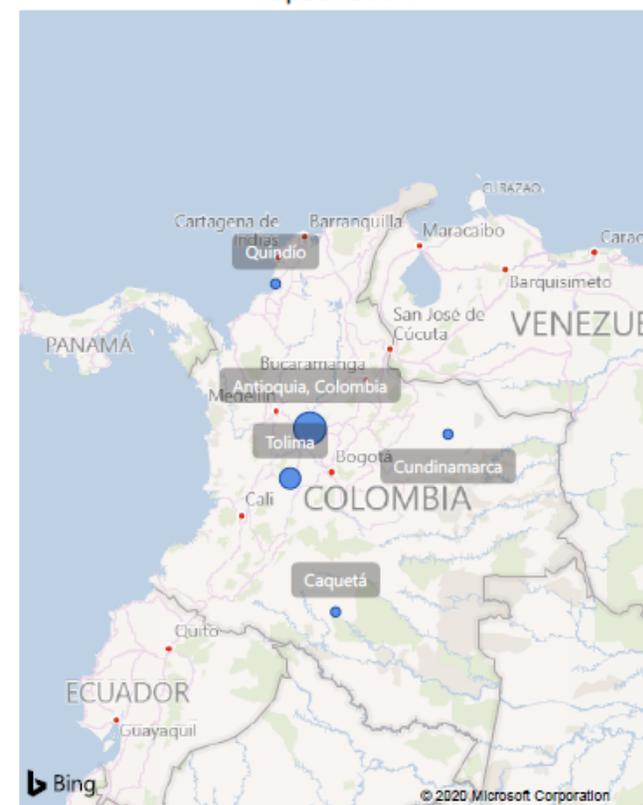
### Tipo de organización en la cual trabaja o colabora



### Participación por componente



### Departamento donde se llevó a cabo la capacitación



Resultados de encuesta dirigida a participantes en la capacitación de capacitadores del proyecto "Jóvenes Líderes de Paz y Reconciliación en Colombia: Un enfoque transformador". Realizada de manera virtual entre el 30 de septiembre al 02 de octubre de 2020.

## 2. Relevancia y uso de los aprendizajes

¿Cree que esta capacitación ha sido relevante para el desempeño de su labor profesional/docente?



¿Por qué ha sido relevante para el desempeño de su labor profesional/docente?



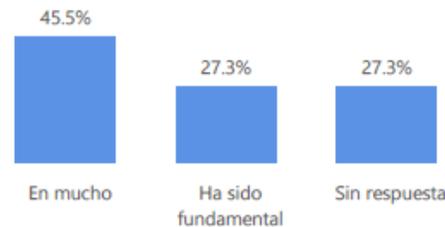
¿Cómo ha usado esta capacitación en el desempeño de su labor profesional?



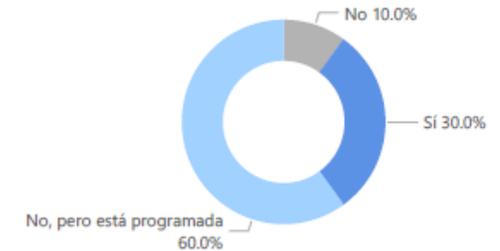
¿Si esta capacitación máster se realizara de nuevo, agregaría alguna temática o componente?



¿Considera que la capacitación recibida le preparó para llevar a cabo la multiplicación con sus colegas y/o miembros de la comunidad?



¿Ha llevado a cabo una réplica de esta capacitación, donde usted sea facilitador/a?



Si no ha llevado a cabo una réplica, ¿podría contarnos por qué?

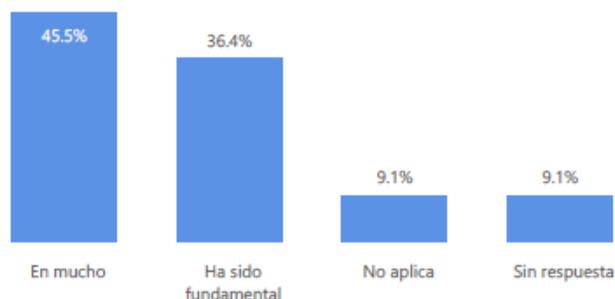


He llevado a cabo el siguiente número de multiplicaciones de la capacitación mencionada

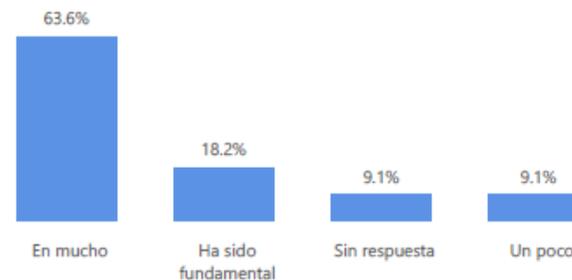


### 3. Percepción de impacto y factores habilitantes

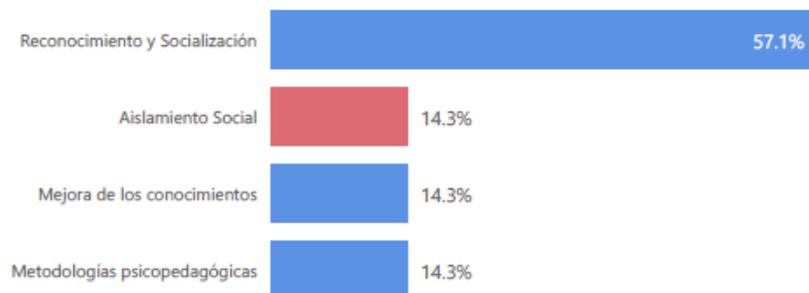
¿Cree que esta capacitación ha tenido impacto positivo en el trabajo comunitario y con niños, niñas y jóvenes que lleva a cabo su organización/institución educativa?



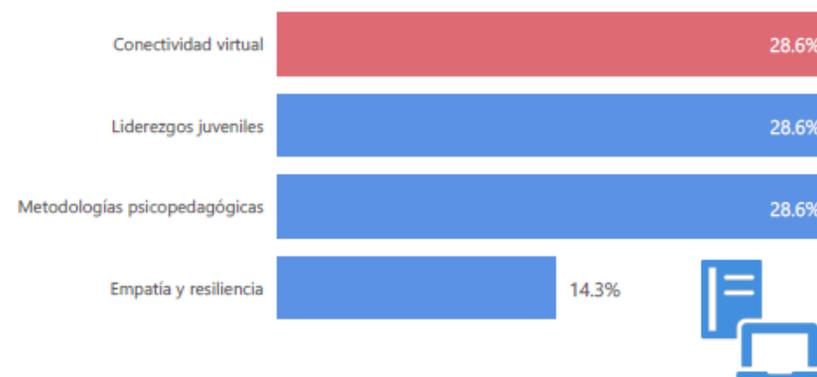
¿Hasta qué punto cree que esta capacitación ha contribuido al fortalecer liderazgos de los/as jóvenes de su comunidad como constructores de paz?



¿Qué factores cree que contribuyeron u obstaculizaron este resultado?



¿Qué factores cree que contribuyeron u obstaculizaron este resultado?

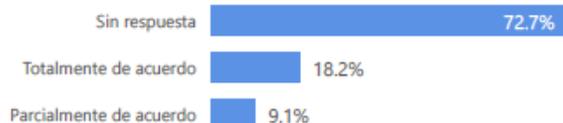


#### 4. Multiplicación de contenidos

Los/as participantes en la multiplicación encontraron los contenidos de utilidad



Creo que tenía los conocimientos suficientes para llevar a cabo la multiplicación



Me sentí confiado/a en mi rol como facilitador/a de este taller



Los materiales de la caja de herramientas facilitaron el aprendizaje de los/as participantes



Los/as participantes se mostraron receptivos al uso de estas herramientas en su trabajo o entornos comunitarios

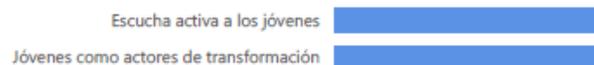


#### 5. ¿Cuál considera el aprendizaje más significativo?

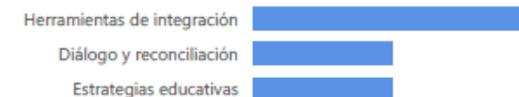
a. La resolución pacífica de conflictos y la resiliencia



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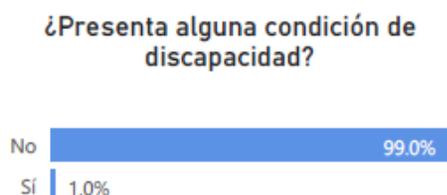
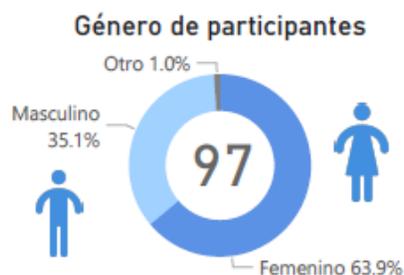


## Resultados consolidados

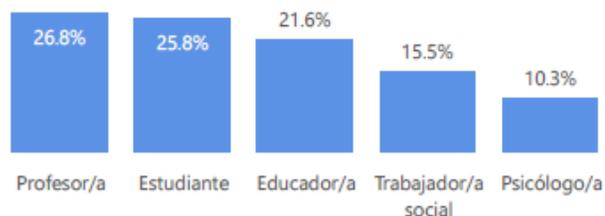
Evaluación independiente del proyecto "Jóvenes Líderes de Paz y Reconciliación en Colombia: un enfoque transformador"  
 Instituto de las Naciones Unidas para la Formación Profesional e Investigaciones



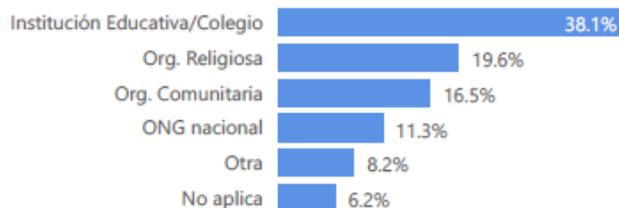
### 1. Caracterización de los/a participantes



### Área de desempeño



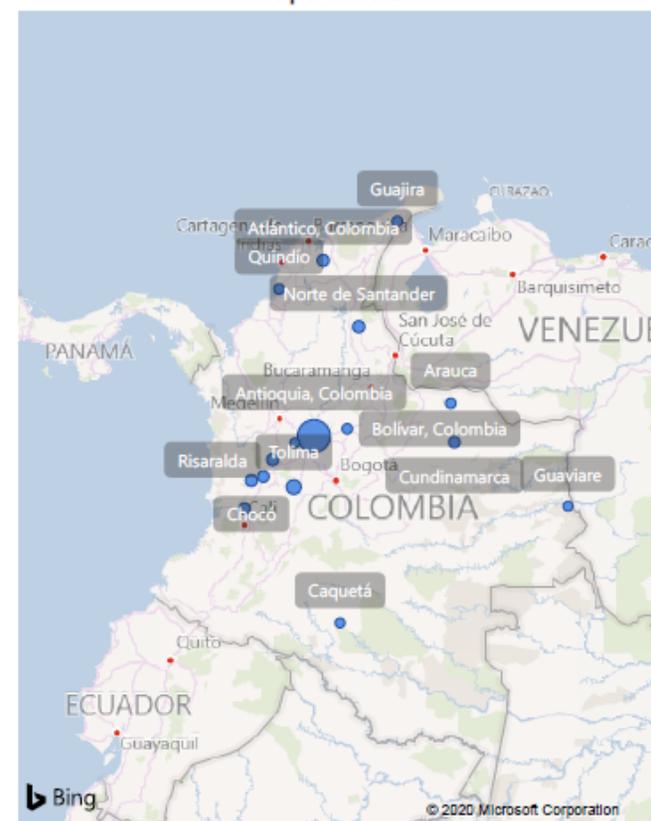
### Tipo de organización en la cual trabaja o colabora



### Participación por componente



### Departamento donde se llevó a cabo la capacitación



Resultados de encuesta dirigida a participantes en la capacitación de capacitadores del proyecto "Jóvenes Líderes de Paz y Reconciliación en Colombia: Un enfoque transformador". Realizada de manera virtual entre el 17 de septiembre al 15 de octubre de 2020.

## 2. Relevancia y uso de los aprendizajes

¿Cree que esta capacitación ha sido relevante para el desempeño de su labor profesional/docente?



¿Por qué ha sido relevante para el desempeño de su labor profesional/docente?



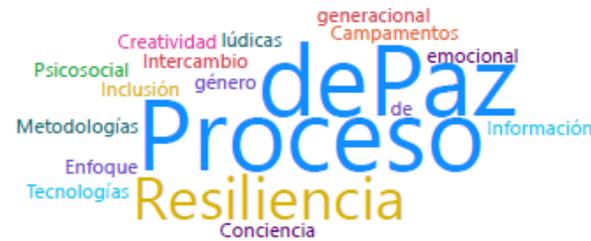
¿Cómo ha usado esta capacitación en el desempeño de su labor profesional?



¿Si esta capacitación máster se realizara de nuevo, agregaría alguna temática o componente?



¿Mencione cuál?



¿Considera que la capacitación máster recibida le preparó para llevar a cabo la multiplicación con sus colegas y/o miembros de la comunidad?



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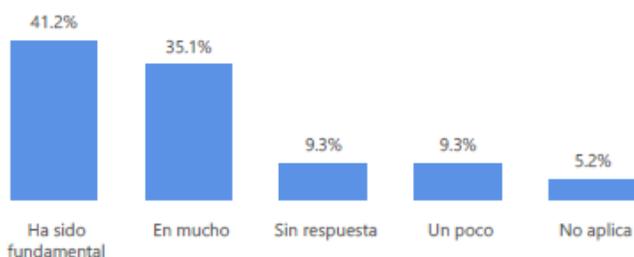


He llevado a cabo el siguiente número de multiplicaciones de la capacitación mencionada



### 3. Percepción de impacto y factores habilitantes

¿Cree que esta capacitación ha tenido impacto positivo en el trabajo comunitario y con niños, niñas y jóvenes que lleva a cabo su organización/institución educativa?



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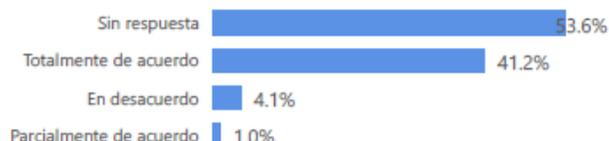


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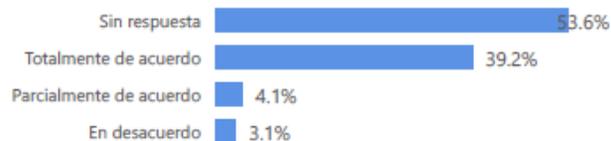


#### 4. Multiplicación de contenidos

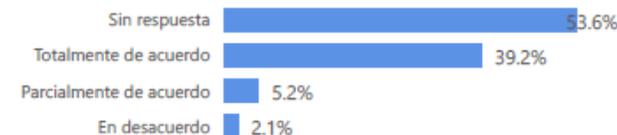
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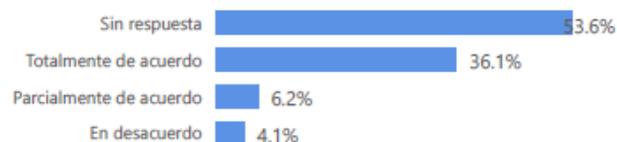
Me sentí confiado/a en mi rol como facilitador/a de este taller



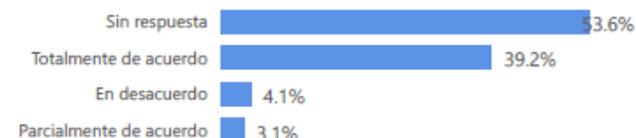
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Resultados Generales



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