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[1] 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.

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[1] The zivik Funding programme supports civil society actors worldwide in preventing crises, transforming conflicts, and creating as well as stabilising peaceful social and political systems.

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 June 2020 (initial desk review and data collection) to November 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 8 November 2020. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 15 November 2020. Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to Project Management and other invited stakeholders.

Indicative timeframe: June 2020 – November 2020

Activity	June	July	August	September	October	November
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

Deliverable	From	To	Deadline
Evaluation design/question matrix	Evaluator	Evaluation manager	5 July 2020
Comments on evaluation design/question matrix	Evaluation manager	Evaluator	19 July 2020

Zero draft report	Evaluator	Evaluation manager	3 October 2020
Comments on zero draft	Evaluation manager	Evaluator	17 October 2020
Draft report	Evaluator	Evaluation manager	24 October 2020
Comments on draft report	Project Management	Evaluation manager	8 November 2020
Final report	Evaluator	Evaluation manager	15 November 2020
Presentation of the evaluation findings, recommendations and lessons learned	Evaluator/evaluation manager	Project Management	15 November 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 requriements).

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

Project Management to complete

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 Jovenes. 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
   a. Terms of reference
   b. Survey/questionnaires deployed
   c. List of persons interviewed
   d. List of documents reviewed
   e. Evaluation question matrix
   f. Evaluation consultant agreement form

Annex E: Project Logical Framework and outcome areas

LogFrame: Projekt-Nr. / Project no.: ___				
PROJEKTTITEL / Project title: Youth-led Peace and Reconciliation in Colombia: a Transformational Approach				
INTERVENTIONSLOGIK Intervention logic		**PROJEKTBESCHREIBUNG**	**INDIKATOREN**	**QUELLEN DER NACHPRÜFBARKEIT/ FUENTES DE VERIFICACION**	**ANNAHMEN UND RISIKEN/ Suposiciones y riegos**
INTERVENTIONSEBENE / **Level of intervention**	**OBERZIEL** / **Overall objective/ Impact**	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.

	PROJEKTZIEL	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	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 reintegration increases participation and commitment from beneficiaries. - Increased trust in the local peace process encourages commitment by communities.
	Specific objective I		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 are able to apply the strategies/tools transferred through the educational activities in their day-to-day lives. Baseline: 0 Target: 60%	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 community members.	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 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.

	Ergebnisse 1 **Expected results 1/output 1**	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% 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%	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.
	AKTIVITÄTEN/ Maßnahmen 1.1 **Activities/ Tasks 1.1**	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.

	AKTIVITÄTEN/ Maßnahmen 1.2 **Activities/ Tasks 1.2**	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.
	Ergebnisse 2 **Expected results 2/output 2**	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% Percentage of participants meeting the completion requirements of the training of trainers focussed on enhancing knowledge and skills to	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.

			support the successful reintegration of former child soldiers and reducing stigmatization Baseline:0 Target: 80%		
	AKTIVITÄTEN/ Maßnahmen 2.1 **Activities/ Tasks 2.1**	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.
	AKTIVITÄTEN/ Maßnahmen 2.2 **Activities/ Tasks 2.2**	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.

	Ergebnisse 3 **Expected results 3/output 3**	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% 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%	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 (application) of the Kirkpatrick Model].	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 effort of reintegration of former child soldiers. - Stigmatization of former child soldiers in local communities.
	AKTIVITÄTEN/ Maßnahmen 3.1	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 multiplicate the trainings at the local level.

	Activities/ Tasks 3.1				Risks: - Low attendance of multiplied trainings - Tools and strategies not received as expected by beneficiaries.
	AKTIVITÄTEN/ Maßnahmen 3.2	5 Focus group sessions 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. Risks: - Low attendance of focus groups by previously involved beneficiaries - Economic hardship hampers participation of beneficiaries
	Activities/ Tasks 3.2				
	Ergebnisse 4	Community engagement and sensitization activities have been carried out in 15 local communities with the participation of families and local community members.	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%	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	Assumptions: - Commitment and will to participate by communities members - recognition of importace 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.

	Expected results 4/output 4		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%	change in participants attitude.	- 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 of indigenous communities. - Stigmatization of LGBTI community members.
	AKTIVITÄTEN/ Maßnahmen 4.2	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 multiplicate the community engagement/sensitization at the local level. 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.
	Activities/ Tasks 4.2				

	AKTIVITÄTEN/ Maßnahmen 4.2 **Activities/ Tasks 4.2**	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.
	PROJEKTZIEL	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 Heroinas.	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	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	Assumptions: - Communities' recognition of positive effects of involvement of youth as agents of positive change encourages participation and commitment from beneficiaries. 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

| | | **Specific objective II** | | educational activities in their day-to-day lives. Baseline: 0 Target: 75% | multiplication at local level (children, youth, families) [level 3 evaluation (application) of the Kirkpatrick Model]. | government. - Late transfer of funds postpones implementation of project activities - Tools and strategies not received as expected by beneficiaries. |
| | | | | 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-today lives. Baseline: 0 Target: 60% | 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. | |

| | **Ergebnisse 1** | 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 Heroinas. | 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. |
| | **Expected results 1/output 1** | | 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%		
	AKTIVITÄTEN/ Maßnahmen 1.1 **Activities/ Tasks 1.1**	1 Master Training for Professionals (2-week training for 9 Master trainers on Viaje de Heroes y Heroinas 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.
	AKTIVITÄTEN/ Maßnahmen 1.2	3 Training of trainers for Professionals at local level delivered by Master Trainers (5-day training on Viaje de Heroes and Heroinas 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 Heroinas toolbox.

	Activities/ Tasks 1.2				Risks: - Low attendance of ToTs - beneficiaries' institutions not willing to allow participation.
	Ergebnisse 2	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 Heroinas.	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	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.

			Target: 80%		
	Expected results 2/output 2		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%		
	AKTIVITÄTEN/ Maßnahmen 2.1	1 Master Training for Teachers (2-week training for 6 Master trainers on Viaje de Heroes y Heroinas toolbox). This activity	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Late transfer of funds postpones implementation of project activities.

Activities/ Tasks 2.1	will be implemented at the same time of Activity 1.1 in order to be cost-effective.			- Tools and strategies not received as expected by beneficiaries.
AKTIVITÄTEN/ Maßnahmen 2.2	2 Training of trainers courses for teachers at local level delivered by Master Trainers (5-day training on Viaje de Heroes y Heroinas 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 Heroinas toolbox.

Risks: - Low attendance of ToTs - beneficiaries' institutions not willing to allow participation. |
| **Activities/ Tasks 2.2** | | | | |
| **Ergebnisse 3** | 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]; | 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. |

	Expected results 3/output 3		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%	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 (application) of the Kirkpatrick Model].	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.
	AKTIVITÄTEN/ Maßnahmen 3.1 **Activities/ Tasks 3.1**	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 multiplicate the trainings at the local level. Risks: - Basic security deteriorates due to presence of armed groups and criminal gangs.

	AKTIVITÄTEN/ Maßnahmen 3.1 **Activities/ Tasks 3.1**	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. Risks: - Low attendance of previously involved beneficiaries. - Economic hardship hampers participation of beneficiaries.
	Ergebnisse 4 **Expected results 4/output 4**	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% Percentage of participants stating increased level of awareness on the role of youth as change makers. 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 narcotrafficking networks hamper participation. - Difficult reach of fathers/young men from the communities.

	AKTIVITÄTEN/ Maßnahmen 4.1	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 trained in the Training of Trainers successfully able to multiplicate the community engagement/sensitization 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 reach of fathers/young men from the communities.
	Activities/ Tasks 4.1				
	AKTIVITÄTEN/ Maßnahmen 4.1	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.	Assumptions: - Successful implementation of the multiplication of trainings allows beneficiaries participate in focus groups. Risks: - Low attendance by previously involved beneficiaries.
	Activities/ Tasks 4.1				

	PROJEKTZIEL	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 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%	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].	Assumptions: - Communities' recognition of positive effects of reconciliation encourages participation and commitment from beneficiaries. - Increased trust in the peace process encourages commitment of communities. 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.
	Specific objective III		Percentage of community and family 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% Percentage of	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.	

			participants in the exhibitions events acknowledging the importance of storytelling and historical memory building in sustainable reconciliation processes. Baseline: 0 Target: 75%		
	Ergebnisse 1	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	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	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	Assumptions: - Engagement and commitment from beneficiaries - recognition of importance of themes guiding the project. Risks: - Low absorptive and technical capacity of UNITAR partners - Basic security deteriorates due to

	Expected results 1/output 1	conflict prevention (three aspects that are relevant to the achievement of sustainable peace).	prevention. Baseline:0 Target: 80% 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 youth are exposed to within the context of their communities and families. Baseline:0 Target: 80%	evaluation (application) of the Kirkpatrick Model].	presence of armed groups and criminal gangs.
	AKTIVITÄTEN/ Maßnahmen 1.1 **Activities/ Tasks 1.1**	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.

	AKTIVITÄTEN/ Maßnahmen 1.2 **Activities/ Tasks 1.2**	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.
	AKTIVITÄTEN/ Maßnahmen 1.3 **Activities/ Tasks 1.3**	5 Training of trainers for 15 participants on the toolbox "Perspectivas de Paz" for educators, psychologists and social workers working in local communities 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

	Ergebnisse 2	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];	Assumptions: - Engagement and commitment from beneficiaries - recognition of importance of themes guiding the project.
	Expected results 2/output 2		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%	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.
	AKTIVITÄTEN/ Maßnahmen 2.1	One 2-day workshops with 10 teachers, trained in the pilot phase covered through the ifa	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Risks: - Lack of commitment from previously trained beneficiaries.

	Activities/ Tasks 2.1	project (2018) to finalize training packages.			
	AKTIVITÄTEN/ Maßnahmen 2.2 **Activities/ Tasks 2.2**	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
	AKTIVITÄTEN/ Maßnahmen 2.3 **Activities/ Tasks 2.3**	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

	Ergebnisse 3	Local groups of university students and young community leaders 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 trained Master trainers and trainers after the multiplication [level 3 evaluation (application) of the Kirkpatrick Model]	Assumptions: - Commitment and will to participate by students of local universities - recognition of importance of themes guiding the project. - 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.
	Expected results 3/output 3				
	AKTIVITÄTEN/ Maßnahmen 3.1	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.
	Activities/ Tasks 3.1				
	AKTIVITÄTEN/ Maßnahmen 3.2	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	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

	Activities/ Tasks 3.2	community leaders. 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.			
	AKTIVITÄTEN/ Maßnahmen 3.3	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 |
| | **Activities/ Tasks 3.3** | | | | |
| | **Ergebnisse 4** | 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]; | 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 |

	Expected results 4/output 4			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 (application) of the Kirkpatrick Model].	members to engage in difficult/sensitive issues. - Difficult to collect testimonies of people victims of armed groups and conflict hostilities.
	AKTIVITÄTEN/ Maßnahmen 4.1	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 multiplicate 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.
	Activities/ Tasks 4.1				

	Ergebnisse 5	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% Percentage of participants stating enhanced non-violent communication and stability within households. Baseline: 0 Target: 75% Percentage of participants stating enhanced peaceful coexistence and cooperation between families within their communities. 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.	Assumptions: - Partner institutions' work in target communities encourages participation of community members. 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.
	Expected results 5/output 5				

	AKTIVITÄTEN/ Maßnahmen 5.1	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 multiplicate 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.
	Activities/ Tasks 5.1				
	AKTIVITÄTEN/ Maßnahmen 5.2	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. - Beneficiaries trained in the Training of Trainers successfully able to multiplicate the community engagement/sensitization at the local level.

	Activities/ Tasks 5.2				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.
	AKTIVITÄTEN/ Maßnahmen 5.3	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.	Assumptions: - Partner institutions' work in target communities encourages participation of community members. - Beneficiaries trained in the Training of Trainers successfully able to multiplicate the community engagement/sensitization at the local level.
	Activities/ Tasks 5.3				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.

	Ergebnisse 6 **Expected results 6/output 6**	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% Percentage of participants acknowledging the importance of storytelling and historical memory building in sustainable reconciliation processes. 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.
	AKTIVITÄTEN/ Maßnahmen 6.1 **Activities/ Tasks 6.1**	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 beneficiaries.

	AKTIVITÄTEN/ Maßnahmen 6.2	Creation of the Exhibition - Design, production and distribution in 5 different locations in Colombia	Bitte nicht ausfüllen/leave empty.	Bitte nicht ausfüllen/leave empty.	Assumptions: - Increased interest for reconciliation in Colombia encourages attendance to the Exhibition at community level. - The multiplications at community level allowed the creation and collection of artistic products connected to the stories and testimonies from local community members. Risks: - Late allocation of funds hampers the implementation of the Exhibition's related activities.
	Activities/ Tasks 6.2				
	AKTIVITÄTEN/ Maßnahmen6.3	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.	Risks: - Late transfer of funds postpones implementation of project activities. - Low attendance of previously involved beneficiaries. - Training content not received as expected by beneficiaries.
	Activities/ Tasks 6.3				

	AKTIVITÄTEN/ Maßnahmen 6.4	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.
	Activities/ Tasks 6.4				

Goal:

Contributing to the ongoing peace and reconciliation process in Colombia through strengthening of **resilience** and **conflict prevention** capacities of at risk **youth**, **families**, **marginalized communities** and the broader society.

Component I:

Pintando el Futuro focused on preventing the **(re-)recruitment of at risk youth** and support to the **reintegration of former child soldiers** through the use of visual storytelling tools.

Approaches:

Community level protection mechanisms for children and youth at risk of being (re-)recruited into armed groups and criminal gangs.

Countering stigmatization of young people, especially **girls** and young women, **LGBTI** populations and **indigenous** community members, formerly associated with armed groups.

Component II:

Viaje de Heroes y Heroinas focused on strengthening the capacity of **young people** in marginalized communities to **act as agents of positive change** in their direct environments.

Approaches:

Agency-based empowerment of youth in marginalized communities.

Addressing **risk factors** for young people at **community level** through more **effective and inclusive programming**.

Channeling **young people's energy for positive** and constructive **change** in their communities and immediate surroundings.

Component III:

Perspectivas de Paz focused on supporting the **reconciliation** process in the Colombian society through **storytelling** and **historical memory** building.

Approaches:

Community- and family-based reconciliation, **resilience** and **conflict transformation** mechanisms.

Youth as leaders in promoting **do-no-harm approaches** and principles of **non-discrimination** and **social inclusion**.

Creative storytelling for community-based historical memory building and reconciliation.

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):

Author	#	Para No./ comment location	Comment/Feedback on the draft evaluation report	Evaluator response and actions taken

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[2]

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

Name of Consultant: _____

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 *place* on *date*

Signature: _____

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*This form is required to be signed by each evaluator involved in the evaluation.

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[2]www.unevaluation.org/unegcodeofconduct