



USAID
FROM THE AMERICAN PEOPLE



KENYA SOCIAL RETURN ON INVESTMENT STUDY: SOCIAL VALUE ANALYSIS OF YOUNG WOMEN LEADERS MEDIATION PROJECT

CONTRACT NO. GS-I0F-0033M / ORDER NO. 7200AA18M00016 / DRG-LER II TASKING N052

DRG LEARNING, EVALUATION, AND RESEARCH (DRG-LER) II ACTIVITY

KENYA SOCIAL RETURN ON INVESTMENT STUDY:

SOCIAL VALUE ANALYSIS OF YOUNG WOMEN LEADERS MEDIATION PROJECT

February 14, 2023

Prepared under Contract No.: GS-I0F-0033M / 7200AA18M00016, Tasking N052

Submitted to:

Matt Baker, USAID COR

Submitted by:

Shubha Kumar, Research Team Leader & SROI Expert

Sara Olsen, SROI Expert

Aaron Mallett, Research Analyst

Saji Prelis, Youth, Peace, and Security Expert

Contractor:

NORC at the University of Chicago

Bethesda, MD 20814

Attention: Matthew Parry

E-mail: parry-matthew@norc.org

Cover Photo Credit:

The cover photo was captured by the research team during a focus group in Kenya conducted as part of this study.

DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	IV
EVALUATION DESIGN	IV
MAIN FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	V
EQ1: WHO ARE THE KEY STAKEHOLDERS OF THE INTERVENTION?	V
EQ2: WHAT OUTCOMES DO KEY STAKEHOLDERS EXPERIENCE?	V
EQ3: WHAT IS THE RELATIVE VALUE OF THE OUTCOMES TO KEY STAKEHOLDERS?	VI
EQ4: WHAT IS THE SOCIAL RETURN ON INVESTMENT (SROI) OF THE PROJECT?	VI
EQ5: HOW CAN THE RESULTS OF THE ANALYSIS BE USED TO IMPROVE FUTURE PROGRAMMING?	VI
EVALUATION PURPOSE AND QUESTIONS	I
PURPOSE	I
EVALUATION QUESTIONS	I
PROJECT BACKGROUND	2
METHODS AND LIMITATIONS	2
DESK REVIEW	3
ESTABLISHING THE SCOPE OF ANALYSIS	4
THEORY OF CHANGE WORKSHOP	4
QUALITATIVE DATA COLLECTION	4
FOCUS GROUP DISCUSSIONS	4
KEY INFORMANT INTERVIEWS	4
QUANTITATIVE DATA COLLECTION	5
OUTCOMES VALUATION	5
CALCULATION OF THE SROI RATIO	5
REPORTING AND USING RESULTS	6
ASSUMPTIONS AND LIMITATIONS	6
FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS	8
FINDINGS	8
EQ1: WHO ARE THE KEY STAKEHOLDERS OF THE INTERVENTION?	8
EQ2: WHAT OUTCOMES DO KEY STAKEHOLDERS EXPERIENCE?	8
EQ3: WHAT IS THE RELATIVE VALUE OF THE OUTCOMES TO KEY STAKEHOLDERS?	11
EQ5: HOW CAN THE RESULTS OF THE ANALYSIS BE USED TO IMPROVE FUTURE PROGRAMMING?	12
RECOMMENDATIONS	12
CONCLUSIONS	13
ANNEXES	15
ANNEX A: SOURCES OF INFORMATION	16
DOCUMENTS REVIEWED	16
ANNEX B: DETAILED METHODOLOGY	25
ANNEX C: FOCUS GROUP, INTERVIEW AND SURVEY GUIDE	27

ENGLISH VERSION	27
KISWAHILI VERSION	29
ANNEX D: DETAILED RESULTS	33
WELL DEFINED OUTCOMES	33
ANNEX E: IMPACT RISK ASSESSMENT	35
RUBRIC FOR IMPACT RISK: EVIDENCE	35
ANNEX F: LIST OF EXPERT ADVISORY GROUP MEMBERS	37

TABLES

Table 1: Evaluation Findings.....	v
Table 2: Evaluation Recommendations.....	vii
Table 3: Key stakeholders of the project.....	8
Table 4: Key stakeholders reached.....	8
Table 5: Condensed Social Value Impact Map.....	11
Table B. 1: The SROI Analysis Process (Adapted from Social Value International, 2022).....	25
Table B. 2: The Social Value International Principles (Adapted from SVI, 2022).....	25
Table D. 1: Well Defined Outcomes and Indicators for Young Women Not Receiving Additional Funding from IPHRD.....	33
Table D. 2: Well Defined Outcomes and Indicators Young Women Receiving Additional Funding from IPHRD.....	33
Table D. 3: Well Defined Outcomes and Indicators for Indirect Beneficiaries.....	33
Table D. 4: Well Defined Outcomes and Indicators for Trainers.....	34
Table D. 5: Well Defined Outcomes and Indicators for Duty Bearers.....	34
Table D. 6: Well Defined Outcomes and Indicators for IPHRD Staff.....	34
Table F. 1: List of Expert Advisory Group Members.....	37

FIGURES

Figure 1: SROI Analysis Process.....	3
Figure 2: Map of Well-Defined Outcomes for the Project.....	9

ACRONYMS

DRG-LER II	Democracy, Human Rights, and Governance – Learning, Evaluation, and Research Activity
EQ	Evaluation Question
FGD	Focus Group Discussion
IIGH	Institute on Inequalities in Global Health
IPHRD	International Centre for Peace, Human Rights and Development in Africa
KII	Key Informant Interview
NORC	National Opinion Research Center
SROI	Social Return on Investment
SVI	Social Value International
USAID	United States Agency for International Development
USC	University of Southern California
YPS	Youth, Peace and Security

EXECUTIVE SUMMARY

The Institute on Inequalities in Global Health (IIGH) at the University of Southern California (USC), in collaboration with Search for Common Ground, was supported by the United States Agency for International Development (USAID) through NORC at the University of Chicago to develop a proof of concept to assess the social value, including quantifying the impact, of youth-led and youth-supporting peace and security efforts in Kenya using the social return on investment (SROI) model. SROI is a framework for measuring and accounting for the value of an intervention, organization or policy. It measures changes that are relevant to the people that contribute to and experience them by capturing the value of social, economic, and environmental outcomes, and uses monetary values to represent these outcomes.

As part of the proof of concept, a call was initiated for youth-led and youth-supporting peace and security efforts in Kenya interested in participating in the study to be evaluated according to the SROI methodology. Response to the call resulted in a list of approximately 300 interventions which were reviewed and shortlisted for participation by the research team based on certain criteria (i.e., whether the project was youth-led or youth-supporting, the number of beneficiaries and key stakeholder groups affected, how long the project lasted, key project activities, project location(s), availability of data, etc.) and availability of resources to conduct the study. One of the four interventions selected was the Young Women Leaders Mediation Project, and is the focus of this report. The project was implemented in Kenya during 2018-2022 by the International Centre for Peace, Human Rights and Development (IPHRD).

USC partnered with SVT Group (a US consulting firm specializing in SROI impact assessment), AMREF Health Africa (the largest health development NGO in Africa) and Rural Senses (a social enterprise research organization) to conduct the overall research including the evaluation of this project. The evaluation was guided by the following five main questions:

- 1) Who are the key stakeholders of the intervention?
- 2) What outcomes do key stakeholders experience?
- 3) What is the relative value of the outcomes to key stakeholders?
- 4) What is the social return on investment (SROI) of the project?
- 5) How can the results of the analysis be used to improve future programming?

EVALUATION DESIGN

The evaluation design included a desk review of 136 documents as well as data collection using mixed methods. This included focus group discussions, key informant interviews, and quantitative online surveys. Data was collected between June 2022 – October 2022.

At the outset of the evaluation, members of the research team conducted discussions with the staff of the intervention to define the scope of the analysis, including the identification of main activities, key stakeholders and how best to engage them. In addition, a theory of change workshop was conducted with project staff to identify from their perspectives what were the key outcomes of the intervention and their underlying assumptions. A map of the “well-defined outcomes,” meaning specific changes in wellbeing experienced by stakeholder groups “that provide the best opportunity to increase or decrease

value,”¹ was developed through engagement with all key stakeholders to understand from each of their perspectives the outcomes they experienced, including intended and unintended, and any positive and negative outcomes.

Qualitative data collection was collected from a purposive sample of key stakeholders identified, including young women trainees, indirect beneficiaries, trainers of young women participants, duty bearers, and project staff. It included 3 focus group discussions (FGDs) with indirect beneficiaries and project staff as well as 5 key informant interviews (KIIs) with duty bearers, trainers and young women trainees. After data collection, transcripts were translated from Kiswahili to English as needed then analyzed and coded in Excel.

Quantitative data collection included online surveys programmed in Kobo Collect to collect data from stakeholder groups that had larger numbers of participants than could participate in FGDs, in this case young women trainees, to obtain more representative samples. These surveys were sent to young women trainees and mirrored the questions from the FGDs. Five (5) respondents completed the surveys. Quantitative data was cleaned, then analyzed using Excel software.

While SROI analysis traditionally involves monetization of outcomes identified by key stakeholders, this process was not completed in this study due to limitations as noted in the report. Instead, a social value analysis was completed, which is similar in principles and process to SROI analysis, including identifying key outcomes that stakeholders experience and their relative importance to them, but does not monetize these outcomes nor result in an SROI ratio.

Final results were shared with key stakeholders in December 2022, including a discussion of how results can be used and recommendations for future programming to grow social value creation.

MAIN FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A summary of main findings, conclusions, and recommendations from the evaluation are presented in the tables below.

Table 1: Evaluation Findings

EQ1: WHO ARE THE KEY STAKEHOLDERS OF THE INTERVENTION?
Key stakeholders of this intervention are: <ul style="list-style-type: none"> • Young women trainees • Young women trainees receiving additional funding from IPHRD to engage with indirect beneficiaries (subset of young women trainees) • Indirect beneficiaries of programming • Trainers • Duty Bearers • Project staff
EQ2: WHAT OUTCOMES DO KEY STAKEHOLDERS EXPERIENCE?

¹ Standards on Applying Principle 2: Understand What Changes, Part I. Social Value International (2021)

Young women trainees experienced:

- Increased networking and opportunities
- Increased empowerment

Young women trainees receiving additional funding from IPHRD experienced:

- Improved networking and opportunities
- Increased personal growth
- Increased sense of exclusion

Indirect beneficiaries experienced:

- Increased women's empowerment and inclusion
- Increased sense of security in the community
- Increased friendship
- Increased hostility from the community due to perception of being a troublemaker
- Reduced gender-based violence in the community
- Increased capacity for peacebuilding

Trainers experienced:

- Increased functional capacity

Duty bearers experienced

- Increased functional capacity

Project staff experienced:

- Increased capacity for peacebuilding
- Increased networking and opportunities
- Change in perception or treatment due to project participation

EQ3: WHAT IS THE RELATIVE VALUE OF THE OUTCOMES TO KEY STAKEHOLDERS?

All outcomes that were valued by stakeholders were valued at a ranking of 5 on a 1-5 scale, with 5 indicating extremely important.

EQ4: WHAT IS THE SOCIAL RETURN ON INVESTMENT (SROI) OF THE PROJECT?

Not applicable in this study as noted above.

EQ5: HOW CAN THE RESULTS OF THE ANALYSIS BE USED TO IMPROVE FUTURE PROGRAMMING?

Results of the analysis can be used in multiple ways, including but not limited to understanding what outcomes mattered most to key stakeholders, what negative outcomes may have been experienced, and how to increase value for different stakeholder groups.

Results of the analysis also demonstrate the added value of this approach over current approaches to evaluation used in this sector, including but not limited to its encouragement of decision-making based on value creation, not outputs. Outputs do not reflect the whole picture but have often been the basis for many decisions in aid and development programming.

Table 2: Evaluation Recommendations

Five specific recommendations were identified for this project to increase value in the future. They are:

- 1) Programming should be designed in consultation with key stakeholders. Indirect beneficiaries expressed that more value would have been created if there was more engagement with additional stakeholders, such as young men and boda boda riders.
- 2) Adapt programming to address all sub-groups of key stakeholders. For example, some young women trainees received funding to engage with indirect beneficiaries to spread peace messaging while some did not. Another example was that some trainees felt excluded based on not receiving the same travel reimbursements as other participants coming from further locations and also associated with not having the space to observe their religious practices at the training site. This created a differential experience for these trainees and it became clear that the social value created for these different sub-groups was also different. Creating plans to address potential differential experiences at the program design phase can increase social value creation in the future.
- 3) Include longer-term engagement across all activities. The activities that tend to generate the most value are those that occur over longer periods of time, and this should be taken into account in future programming and resource allocation. Additionally, participants expressed that such feedback has been shared in evaluation activities in the past but with no response. Responding to findings from previous evaluations can lead to increased social value creation in the future.
- 4) Focus on extending the duration of desired outcomes. While many outcomes created positive value for stakeholders, these outcomes sometimes only lasted a year or less than a year. As such, programming should be adapted to focus on extending the duration of desired outcomes.
- 5) Increase the recognition and branding of the program. Stakeholders expressed that by increasing the recognition and branding of the program (i.e., through t-shirts or other promotional materials), this would give their outreach efforts more legitimacy and credibility, and also help in attribution and making the value of these efforts more measurable.

EVALUATION PURPOSE AND QUESTIONS

PURPOSE

The Institute on Inequalities in Global Health (IIGH) at the University of Southern California (USC), in collaboration with Search for Common Ground, was supported by the United States Agency for International Development (USAID) through NORC at the University of Chicago to develop a proof of concept to assess the social value, including quantifying the impact, of youth-led and youth-supporting peace and security efforts in Kenya using the social return on investment (SROI) model. SROI is a framework for measuring and accounting for the value of an intervention, organization or policy. It measures changes in ways that are relevant to the people that experience or contribute to it by capturing the value of social, economic, and environmental outcomes, and uses monetary values to represent these outcomes.

As part of the proof of concept, evaluations of various youth-led and youth-supporting peace and security interventions were carried out using the SROI model. One of the evaluations, an evaluation of the Young Women Leaders Mediation Project, is the focus of this report.

USC worked with SVT Group (a US consulting firm specializing in SROI impact assessment) and two local research partners, AMREF Health Africa (the largest health development NGO in Africa) and Rural Senses (a social enterprise research organization) who led data collection (focus group discussions, key informant interviews, and quantitative surveys) for this evaluation. The evaluation data collection was carried out between June 2022 and October 2022, with validation meetings with key stakeholders in September 2022. The research team included Dr. Shubha Kumar (research team lead and SROI expert), Sara Olsen (SROI expert), Aaron Mallett (research analyst), Samuel Muhula (local co-investigator), Yau Ben-Or (local research support), and Ngesa Maturu (lead local data collector). The research team was closely advised by Saji Prelis (youth, peace and security expert), Adrienne Lemon (Search for Common Ground Senior Director for Strategy and Learning), and an Expert Advisory Group (representatives from various organizations engaged in youth, peace and security (see Annex F for full list to provide guidance and context about the peacebuilding field, including common practices, key actors at the international, regional, national, and local levels, and relevant key reports and publications).

EVALUATION QUESTIONS

The research team was tasked with answering the following questions for the evaluation:

- 1) Who are the key stakeholders of the intervention?
- 2) What outcomes do key stakeholders experience?
- 3) What is the relative value of the outcomes to key stakeholders?
- 4) What is the social return on investment (SROI) of the project?
- 5) How can the results of the analysis be used to improve future programming?

PROJECT BACKGROUND

The Young Women’s Mediation Project was implemented by International Centre for Peace, Human Rights and Development in Africa (IPHRD-Africa) in the Horn of Africa Region focusing on Kenya, South Sudan, and Somalia. This project aimed to foster the mediation skills and capacity of young women (aged 18-35) in leadership positions in sectors related to peace and security and at academic institutions studying peace processes. This project aimed to support these women in engaging in mediation work within their communities at all levels of mediation (Tracks 1-3)² by giving them the skills and practice necessary to do so. This project was active from 2018 – 2022 and was funded through the Norwegian Church Aid Association and the Norwegian Centre for Conflict Resolution.

According to IPHRD, core program activities of this project included:

- Support to youth for peace activities of at country level
- Regional Advocacy Visits of Young Women to NGOs/Supranational Organizations (African Union, FemWise – Africa, Intergovernmental Authority on Development)
- Regional Policy Dialogue on Young Women’s Engagement in Peace Processes
- Youth Peace Index research
- Young Women Leaders Training of Trainers on Armed Conflict Mediation and Negotiation
- Young Women Digital Mediation Space
- Young Women Mediation Mentorship

The objectives of Young Women Leaders Mediation Project were as follows:

- Youth, especially young women leaders, play an active and meaningful role in peace processes as a result of strengthened and enhanced mediation capacity and space
- Linkages, mentorship and experience shared between the trained young women leaders and other mediation practitioners, to foster peer learning, and young women’s engagement
- Documented mediation experiences, youth efforts in peace processes and youth
- Inclusivity in peace processes across the peace spectrum to influence policy and enhance capacity

METHODS AND LIMITATIONS

The research team began with applying the internationally-recognized approach to SROI analysis (articulated by Social Value International) to conduct the evaluation of this project. This included a stakeholder-centric mixed-methods approach including a document review and qualitative and quantitative data collection to generate credible evidence to answer the evaluation questions. The design included focus group discussions (FGDs), key informant interviews (KIIs), and quantitative online surveys with key stakeholders. Local research staff worked closely with USC to validate instruments and translate them from English to Kiswahili for data collection. Figure 1 provides a high-level overview of the SROI analysis process. An extended methodology section can be found in **Annex B – Extended Methodology**.

² Track 1 Mediation is the highest level of mediation and is focused at national governments. Track 2 is focused at mid-level leadership (i.e. regional power figures) and Track 3 is focused at local leadership.

Figure 1: SROI Analysis Process



Of the above process, some steps were not completed (i.e., apply financial proxies, calculate SROI ratio) due to limitations as noted later in the report. Instead, a social value analysis was completed, which is similar in principles and process to SROI analysis, including identifying key outcomes that stakeholders experience and their relative importance to them, but does not monetize these outcomes nor result in an SROI ratio.

DESK REVIEW

The research team conducted a literature review of peacebuilding outcomes and how they have been valued in previous peer-reviewed literature and reports. In addition, the research team reviewed all documents pertaining to the project provided by IPHRD staff including interim and final evaluation reports. In total, 136 documents (6 documents provided by the project staff and 130 from a literature search) were reviewed to either provide context or provide further evidence to support findings for the evaluation questions.

ESTABLISHING THE SCOPE OF ANALYSIS

At the outset of the evaluation, members of the research team conducted discussions with the staff of the intervention to define the scope of the analysis. This stage included identifying the key activities that were part of the intervention, the time period over which they occurred, and their locations, and which of those would be included in the analysis. In addition, this stage included identifying the key stakeholders of the intervention and the best methods for engagement with key stakeholders for data collection.

THEORY OF CHANGE WORKSHOP

Members of the research team conducted a theory of change workshop with project staff to identify from their perspectives what were the key outcomes of the intervention and their underlying assumptions. A map of well-defined outcomes was developed through engagement with all key stakeholders to understand from each of their perspectives the outcomes they experienced, including intended and unintended, and any positive and negative outcomes. (Given the focus was on identifying key outcomes, and not so strictly the cause and effect over time to the extent that formal theories of change typically do, this resulted in a map of well-defined outcomes instead of a traditional theory of change diagram.)

QUALITATIVE DATA COLLECTION

FOCUS GROUP DISCUSSIONS

Three FGDs were conducted: 2 with indirect beneficiaries of programming, and 1 with project staff. The purpose of the FGDs was to understand from stakeholders' perspectives what were the key outcomes they experienced as a result of the intervention, how they would describe the changes they experienced (indicators), how long outcomes lasted (duration), their relative importance or value, what would have happened anyways without the intervention (deadweight), how much of the outcomes they experienced they would attribute to the intervention (attribution), if the outcomes dropped off over time (drop-off), and any recommendations they have for the future. The extent to which outcomes experienced by program stakeholders may have resulted from those outcomes simply shifting away from other stakeholders who would otherwise have experienced those same outcomes if not for the program activities (displacement) was considered to be zero. Two of the focus groups were conducted in-person while the 3rd (with project staff) was conducted online via Zoom.

KEY INFORMANT INTERVIEWS

The local research team also conducted semi-structured KIs with additional key stakeholders of the intervention who were unable to be engaged via focus groups, including duty bearers, trainers, and young women trainees. In total, 5 KIs were conducted. The purpose of the KIs was similar to the purpose of the FGDs and the same instrument was used. All interviews were conducted via Google Meet.

Data for FGDs and KIs was entered into Kobo Collect. After data collection, transcripts were translated from Kiswahili to English as needed. Data was analyzed using content analysis and coded in Excel.

QUANTITATIVE DATA COLLECTION

Based on the qualitative data collection and analysis of outcomes, online surveys were developed to understand the quantity of people from key stakeholder groups that experienced the outcomes identified during the qualitative data collection phase, along with how long outcomes lasted (duration), their relative importance or value, what would have happened anyway without the intervention (deadweight), how much of the outcomes they experienced they would attribute to the intervention (attribution), if the outcomes dropped off over time (drop-off), etc. Online surveys were translated into Kiswahili and programmed in Kobo Collect. Surveys were administered to young women trainees who did not participate in the qualitative data collection. Five (5) respondents completed the surveys. Quantitative data was cleaned and analyzed using Excel software.

OUTCOMES VALUATION

The outcomes identified by key stakeholders were valued according to stakeholders-stated preference valuation (derived directly from stakeholders via FGDs, KIIs, and online surveys). The purpose of valuation is to reveal the value of outcomes and how important they are compared to the value of other outcomes. SROI uses monetary values to represent outcomes as money is a widely accepted way of conveying value. The monetized values of outcomes are then used to calculate an SROI ratio. Social value analysis does not use monetary values to represent outcomes but rather asks respondents to rank how important those outcomes are to them using a rating scale.

For the stakeholders-stated preference valuation, respondents were asked to rank on a scale of 1-5 how important the outcome they experienced was relative to other outcomes, with 1 being not important to 5 being extremely important.

CALCULATION OF THE SROI RATIO

Calculation of the SROI ratio typically involves taking into account a monetized value of each outcome, the quantity of stakeholders experiencing the outcome, subtracting for deadweight, attribution, drop-off, and discounting projected values to present value to arrive at the impact for each outcome. The sum of all values is calculated, from which the total investment is subtracted, and then the total value is divided by the total investment to arrive at the SROI ratio. After calculating the SROI ratio, sensitivity analyses are conducted to assess the extent to which the results would change if some of the assumptions made in the previous stages (i.e., monetized value of outcomes, deadweight, attribution) are changed. The aim of such analyses is to test which assumptions have the greatest effect on the model.

However, in this evaluation, there were difficulties obtaining monetized values of outcomes from key stakeholders, as well as difficulties with teasing out credible estimates for deadweight and attribution from some stakeholders, including indirect beneficiaries in particular, given their interactions were not with the program directly but rather with young women trainees who received additional funding from IPHRD to engage with them, and so credible estimates for attribution and deadweight as related to the IPHRD project itself could not be established. Given these limitations, an SROI ratio was not calculated in this analysis.

REPORTING AND USING RESULTS

Final results were presented to project staff and additional key stakeholders in December 2022. This included discussion of how the results can be used, including key strengths of the interventions as well as recommendations to inform the strategic design of future programming to grow more social value.

ASSUMPTIONS AND LIMITATIONS

The following assumptions were made when conducting this analysis:

1. **Scope.** While the intervention was implemented in multiple locations, this analysis focused on the programming in Nairobi only (given limits on human and financial resources to conduct the study). In addition, this analysis only included a subset of activities implemented in Nairobi, focusing on those activities that occurred over a longer time period and were therefore more likely to have a sustained and recognizable outcome. The activities included in the analysis were the training program in Nairobi and where relevant, engagement with indirect beneficiaries in Nairobi. Given this limited scope, the social value creation described here will be different compared to if the intervention was analyzed in its entirety, and is likely underestimated in this analysis.

The following limitations should be considered when interpreting results from this report:

1. **Results Attribution and Deadweight.** While findings suggest that the intervention contributed to and helped achieve outcomes that stakeholders experienced, causality cannot be pinpointed on this intervention alone. A variety of other factors and/or assistance from other interventions may have also contributed to results, and this evaluation did not use a randomized control trial methodology for attribution. It did however ask stakeholders to estimate how much of the outcomes they experienced were attributable to the intervention under analysis (i.e., attribution), as well as how much of the outcomes they experienced would have happened anyway based on other factors/trends (i.e., deadweight) and both of these estimates where they were credibly obtained from stakeholders were taken into account in the analysis.
2. **Recall Bias.** As several questions raised during the data collection processes addressed issues that took place in the past, recall bias may have affected the responses provided due to discrepancies in the accuracy or completeness of recollections of past events.
3. **Halo Bias.** There is a known tendency among respondents to under-report socially undesirable answers and alter their responses to approximate what they perceive as the social norm, called halo bias. This can manifest in inaccurate responses from key stakeholders, who may have a tendency to respond favorably to questions as key beneficiaries of the intervention. The research team made efforts to explicitly ask about any negative outcomes stakeholders may have experienced, and to gather information from a wide range of stakeholders and number of respondents to adjust for this bias and triangulate responses among each group.
4. **Sampling for FGDs.** The research team sought to select 8-12 respondents for each FGD. Participants were sampled from lists of individuals involved in relevant activities provided by the implementing organization. This does not sample for the entirety of the population of participants but focuses on participants that were included in the lists, leading to possible selection bias.

5. **Survey Sampling.** The method of sampling for the online surveys focused on reaching as many stakeholders as possible to achieve statistically representative samples of the stakeholder groups. However, the research team acknowledges a potential limitation of relying too heavily on those who responded as the desired sample size was not met in some cases. Response rates are noted in the report. The research team was also aware of participant fatigue due to multiple data collection efforts.
6. **Environmental Factors.** Factors such as the national election in Kenya led to difficulties in data collection with young women trainees in particular. Multiple interviews had to be delayed or cancelled as young women trainees were busier and more difficult to reach around this period. The research team extended the data collection timeline and was able to conduct some of the planned interviews, however, this environmental factor could have influenced the quality of data collected from the respondents due to distractions or incomplete responses.
7. **Timing of the Analysis.** Generally, peacebuilding interventions seek to create long-term community change through their actions. The intervention analyzed ended within the 12 months preceding the analysis. While this timeframe may lend to more accurate recall of the impacts of the program by its participants than if the study were done later, longer-term outcomes that may have been created by the program were not yet possible to observe and analyze.

FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

FINDINGS

EQ1: WHO ARE THE KEY STAKEHOLDERS OF THE INTERVENTION?

Project staff identified key stakeholders of the intervention, including all groups who participated in programming, those who were involved with the coordination and delivery of the project, and any other parties who were significantly affected by the project. In addition, to ensure that any other stakeholders or sub-groups of stakeholders were not missing, participants were asked during qualitative data collection to identify other groups who they felt may be affected by the programming. The groups who were deemed to be materially affected based on (1) staff report, (2) self-reported outcomes from the qualitative data collection, and/or (3) identification by parties included in the qualitative data collection were then included in the analysis. Table 3 summarizes each stakeholder group, their relationship to the project and the rationale for inclusion or exclusion from the analysis.

Table 3: Key stakeholders of the project

STAKEHOLDER GROUP	DESCRIPTION	RATIONALE FOR INCLUSION OR EXCLUSION
Young Women Trainees	Program beneficiaries	Included as intended beneficiary of programming
Indirect Beneficiaries	Indirect Program beneficiaries	Included as indirect beneficiaries of programming
Trainers	Program Contributor	Included as affecting and affected by programming
Duty Bearers	Program Beneficiaries	Included as affecting and affected by programming
Program Staff	Provider of programming	Included as affecting and affected by programming
Funding Agencies	Provider of funding	Excluded as priorities understood through program staff

Table 4: Key stakeholders reached

Stakeholder Group	Population Size (Nairobi)	Number of Participants in Focus Groups or Interviews	Number of Respondents to Survey
Young Women Trainees	10	5	5
Indirect Beneficiaries	23	12*	Not surveyed
Trainers	1	1	Not surveyed
Duty Bearers	3	3	Not surveyed
Staff	10	4	Not surveyed

*Indicates where a representative sample size was not reached.

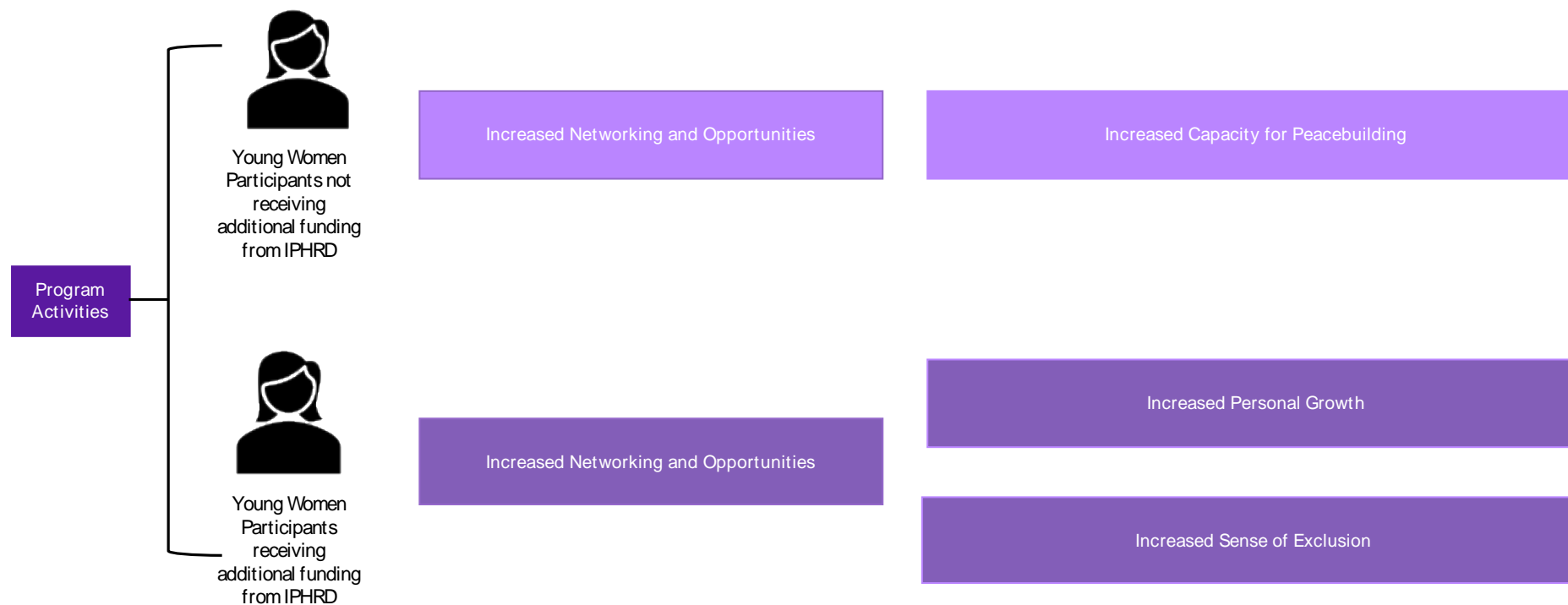
Note that based on the anonymous survey set up, it is unclear if the same participant was both interviewed and completed the survey. As the interviews were designed to capture the same data, there is a risk of double counting.

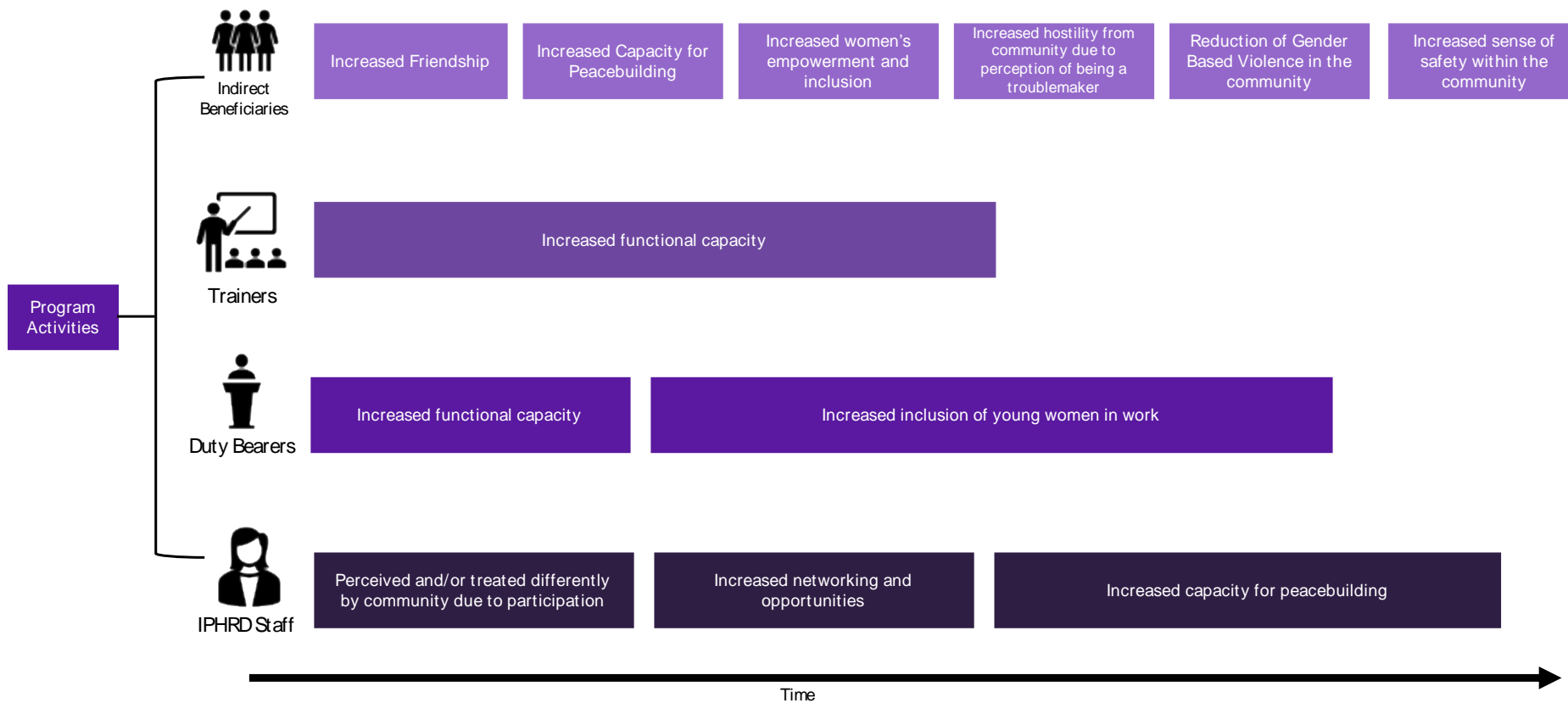
EQ2: WHAT OUTCOMES DO KEY STAKEHOLDERS EXPERIENCE?

Key stakeholders included in the analysis identified several outcomes that they experienced as summarized in Figure 2 on the next page.

Additional detailed results can be found in Appendix D.

Figure 2: Map of Well-Defined Outcomes for the Project





EQ3: WHAT IS THE RELATIVE VALUE OF THE OUTCOMES TO KEY STAKEHOLDERS?

The relative value of outcomes experienced by each stakeholder according to stakeholders-stated preference are presented in Table 5 below. It is worth noting that only some stakeholder groups completed the valuation exercise to rank the relative importance of the outcomes. Interestingly, all the outcomes that were valued were valued at a “5”, i.e., being extremely important. While the cause for this could be that the valuation exercise was not conducted or understood correctly to tease apart the relative importance of outcomes, or it could be halo bias on the part of respondents, it could also be that respondents truly perceived all of these outcomes as extremely important to them.

Table 5: Condensed Social Value Impact Map

Stakeholders	Outcomes	Quantity (scale)	Ranking	Deadweight %	Displacement %	Attribution %	Drop off %
	Outcome description						
Young Women Participants who did not receive additional funding from IPHRD	Increased networking and opportunities	8	*	25%	0%	13%	0%
	Increased capacity for peacebuilding	8	-	25%	0%	13%	0%
Young Women Participants Who Received Additional Funding from IPHRD	Increased networking and opportunities	2	5	25%	0%	25%	-75%
	Increased personal growth	2	5	25%	0%	25%	-75%
	Increased sense of exclusion	2	5	25%	0%	25%	-25%
Indirect Beneficiaries of Women Participating in Training Who Received Additional Funding	Increased women's empowerment and inclusion	23	5	*	*	*	*
	Increased sense of security in the community	23	5	*	*	*	*
	Increased friendship	23	5	*	*	*	*
	Increased hostility from community due to perception of being a troublemaker	23	5	*	*	*	*
	Reduced Gender-Based Violence in the Community	23	5	*	*	*	*
	Increased capacity for peacebuilding	23	5	*	*	*	*

Stakeholders	Outcomes	Quantity (scale)	Ranking	Deadweight %	Displacement %	Attribution %	Drop off %
	Outcome description						
Trainers	Increased functional capacity	3	*	25%	0%	-33%	0%
Duty Bearers	Increased functional capacity	3	*	25%	0%	-33%	0%
	Increased inclusion of Young Women in Work	3	*	0%	0%	0%	0%
Staff	Increased capacity for peacebuilding	10	*	0%	0%	0%	0%
	Increased networking and opportunities	10	*	*	*	*	*
	Change in perception or treatment due to project participation	10	*	*	*	*	*

EQ5: HOW CAN THE RESULTS OF THE ANALYSIS BE USED TO IMPROVE FUTURE PROGRAMMING?

Results of the analysis can be used to improve future programming in multiple ways.

Results from the stakeholders-stated preference valuation suggest which outcomes were most important to key stakeholders who experienced the program and can be used in multiple ways. First, these insights can be used to identify the activities or approaches that are most associated with these outcomes as ones that should be continued or expanded. Second, any negative outcomes that stakeholders described present an opportunity to dig deeper to understand what led to those outcomes and how they might be prevented or reduced in the future. Third, findings can elucidate any sub-groups of stakeholders who may be experiencing outcomes differently and opportunities to better meet their needs. Fourth, if there were outcomes that stakeholders did not report as having experienced, but were intended by program managers and/or donors, it opens the dialogue for why that was the case, and if there was a potential mismatch between what mattered to decision-makers versus users of the intervention, or the approaches used, that can be considered in future design. Finally, the fact that stakeholders are asked to provide their experience of value embodies an approach to understanding and to accountability that recognizes the important role the various stakeholders play in creating positive change. This itself may enhance the rapport between funders, program implementers and communities, and improve the ability of program operators to deliver meaningful benefits to communities experiencing conflict.

RECOMMENDATIONS

Five specific recommendations were identified for this project to increase value in the future. They are:

- 1) Programming should be designed in consultation with key stakeholders. Indirect beneficiaries expressed that more value would have been created if there was more engagement with additional stakeholders, such as young men and boda boda riders.
- 2) Adapt programming to address all sub-groups of key stakeholders. For example, some young women trainees received funding to engage with indirect beneficiaries to spread peace messaging while some did not. Another example was that some trainees felt excluded based on not receiving the same travel reimbursements as other participants coming from further locations and also associated with not having the space to observe their religious practices at the training site. This created a differential experience for these trainees and it became clear that the social value created for these different sub-groups was also different. Creating plans to address potential differential experiences at the program design phase can increase social value creation in the future.
- 3) Include longer-term engagement across all activities. The activities that tend to generate the most value are those that occur over longer periods of time, and this should be taken into account in future programming and resource allocation. Additionally, participants expressed that such feedback has been shared in evaluation activities in the past but with no response. Responding to findings from previous evaluations can lead to increased social value creation in the future.
- 4) Focus on extending the duration of desired outcomes. While many outcomes created positive value for stakeholders, these outcomes sometimes only lasted a year or less than a year. As such, programming should be adapted to focus on extending the duration of desired outcomes.
- 5) Increase the recognition and branding of the program. Stakeholders expressed that by increasing the recognition and branding of the program (i.e., through t-shirts or other promotional materials), this would give their outreach efforts more legitimacy and credibility, and also help in attribution and making the value of these efforts more measurable.

CONCLUSIONS

Findings suggest that the project has had a positive impact on the communities in which it operates. There were clear benefits to all stakeholder groups including young women trainees, indirect beneficiaries, trainers, duty bearers and staff working on the project.

Despite the limitations noted in this report, using the social value analysis approach for this evaluation provided added value over traditional evaluation approaches used in this sector in the following ways:

- 1) Social value analysis prioritized the voice of all key stakeholders and what mattered most to them. It did this by asking stakeholders what outcomes they experienced and the relative importance of them. Through this process, social value analysis allowed for the measurement of 'softer' intangible outcomes as opposed to solely focusing on 'hard' tangible or economic outcomes. These 'softer' outcomes are often excluded from traditional program evaluation and economic analyses due to the difficulty of quantifying them. However, this analysis found that these intangible outcomes (i.e., increased empowerment and inclusion, and increased networking) were the most important to stakeholders.
- 2) Social value analysis provided insights to avoid or mitigate harmful effects. The process engaged key stakeholders in defining what changed for them and explicitly required them to consider both any positive and negative consequences they might have experienced. These insights can be used to mitigate these harms from occurring in the future.
- 3) Social value analysis examined sustainability by considering how long outcomes lasted and how they dropped off over time and factored those into the analysis.

- 4) Social value analysis elucidated value creation. While most programming in this space has inherently been understood as valuable by program staff and donors, social value analysis made that value explicit by assigning valuations to outcomes.
- 5) Social value analysis encourages decision-making based on value creation, not outputs. Outputs do not reflect the whole picture but have often been the basis for many decisions in aid and development programming.

Ultimately, as the goals of programming and evaluation are to improve the well-being of communities, understanding, measuring and valuing what matters most to all key stakeholders of peacebuilding interventions is key to proving and improving value.

ANNEXES

ANNEX A: SOURCES OF INFORMATION

DOCUMENTS REVIEWED

PROJECT REPORTS

International Centre for Peace, Human Rights and Development in Africa (2018). *Annual Report 2018*.

International Centre for Peace, Human Rights and Development in Africa (2019). *Annual Report 2019*.

International Centre for Peace, Human Rights and Development in Africa (2020). *Annual Report 2020*.

International Centre for Peace, Human Rights and Development in Africa (2021). *Annual Report 2021*.

International Centre for Peace, Human Rights and Development in Africa (2020). *Monitoring and Evaluation Report 2020*.

International Centre for Peace, Human Rights and Development in Africa (2019). *Monitoring and Evaluation Report 2019*.

LITERATURE REVIEW SOURCES

Adresgroup. (n.d.). *Policy Brief: Promoting Sustainable Peace in Kenya*.

Amaechi, C. M. (2017). Africa: 'Intractable' Conflicts and the Imperative of the Indigenous Idea of Peacebuilding. *Conflict Studies Quarterly*, 20, 3–19. <https://doi.org/10.24193/csqr.20.1>

Autesserre, S. (2017). International Peacebuilding and Local Success: Assumptions and Effectiveness. *International Studies Review*, 19(1), 114–132. <https://doi.org/10.1093/isr/viw054>

Bachmann, J., & Schouten, P. (2018). Concrete approaches to peace: Infrastructure as peacebuilding. *International Affairs*, 94(2), 381–398. <https://doi.org/10.1093/ia/iix237>

Badruzaman, I., & Vitón, G. (2021). From peace to peace(s): The impact of the local participation in the contemporary global concept of peacebuilding. Lessons from Indonesia and Mozambique. *Sociología y Tecnociencia*, 11(2), 326–357. <https://doi.org/10.24197/st.2.2021.326-352>

Bargués, P. (2020). Peacebuilding without peace? On how pragmatism complicates the practice of international intervention. *Review of International Studies*, 46(2), 237–255. <https://doi.org/10.1017/S0260210520000042>

Barnett, M., Kim, H., O'Donnell, M., & Sitea, L. (n.d.). *Peacebuilding: What Is in a Name?*

Berry, M. E., & Rana, T. R. (2019). What Prevents Peace? Women and Peacebuilding in Bosnia and Nepal. *Peace & Change*, 44(3), 321–349. <https://doi.org/10.1111/pech.12351>

Braithwaite, J., & D'Acosta, B. (2018). *Cascades of Violence: War, Crime and Peacebuilding Across South Asia*. Australian National University Press.

- Brockett, C. D. (2022). Violence, Peacebuilding, and Democratic Struggles in Central America. *Latin American Research Review*, 52(3), 495–504. <https://doi.org/10.25222/larr.126>
- Brown, K. (2019). Political commemoration and peacebuilding in ethno-national settings: The risk and utility of partisan memory. *Peacebuilding*, 7(1), 51–70. <https://doi.org/10.1080/21647259.2018.1491275>
- Bruch, C., Jensen, D., Nakayama, M., & Unruh, J. (n.d.). *The Changing Nature of Conflict, Peacebuilding, and Environmental Cooperation*.
- Cahill, L. S. (2019). Just War, Pacifism, Just Peace, and Peacebuilding. *Theological Studies*, 80(1), 169–185. <https://doi.org/10.1177/0040563918819808>
- Call, C. T., & de Coning, C. (Eds.). (2017). *Rising Powers and Peacebuilding: Breaking the Mold?* Springer International Publishing. <https://doi.org/10.1007/978-3-319-60621-7>
- Cárdenas, M. L. (2019). Women-to-Women Diplomacy in Georgia: A Peacebuilding Strategy in Frozen Conflict. *Civil Wars*, 21(3), 385–409. <https://doi.org/10.1080/13698249.2019.1667713>
- Clements, K. P. (2018). Authoritarian Populism and Atavistic Nationalism: 21ST-Century Challenges to Peacebuilding and Development. *Journal of Peacebuilding & Development*, 13(3), 1–6. <https://doi.org/10.1080/15423166.2018.1519354>
- Commonwealth Secretariat. (2021). *Global Youth Development Index and Report*. Commonwealth Secretariat.
- Cravo, T. A. (2017). *PEACEBUILDING: ASSUMPTIONS, PRACTICES AND CRITIQUES*. 8.
- Datzberger, S., & Mat, M. L. (2018). JUST ADD WOMEN AND STIR? Education, gender and peacebuilding in Uganda. *International Journal of Educational Development*, 59.
- de Carvalho, B., Schia, N. N., & Guillaume, X. (2019). Everyday sovereignty: International experts, brokers and local ownership in peacebuilding Liberia. *European Journal of International Relations*, 25(1), 179–202. <https://doi.org/10.1177/1354066118759178>
- de Coning, C. (2018). Adaptive peacebuilding. *International Affairs*, 94(2), 301–317. <https://doi.org/10.1093/ia/iix251>
- de Coning, C. (2019). Complexity thinking and adaptive peacebuilding. *Accord*, 28.
- de Soto, A., & de Castillo, G. (1994). Obstacles to Peacebuilding. *Foreign Policy*, 94, 69–83.
- Deiana, M.-A., Komarova, M., & McCall, C. (2019). Cross-Border Cooperation as Conflict Transformation: Promises and Limitations in EU Peacebuilding. *Geopolitics*, 24(3), 529–540. <https://doi.org/10.1080/14650045.2019.1599518>
- Doyle, M. W., & Sambanis, N. (2000). International Peacebuilding: A Theoretical and Quantitative Analysis. *American Political Science Review*, 94(4), 779–801. <https://doi.org/10.2307/2586208>

- Džuverović, N., & Vidojević, J. (2018). Peacebuilding or 'Peacedelaying': Social Exclusion of Refugees and Internally Displaced Persons in Post-war Serbia. *Ethnopolitics*, 17(1), 55–70. <https://doi.org/10.1080/17449057.2017.1340476>
- Eckhard, S., & Dijkstra, H. (2017). Contested Implementation: The Unilateral Influence of Member States on Peacebuilding Policy in Kosovo. *Global Policy*, 8, 102–112. <https://doi.org/10.1111/1758-5899.12455>
- Fernández, M., & Guerra, L. (2020). Peacebuilding and Postcolonial Subject. In *The Palgrave Encyclopedia of Peace and Conflict Studies* (pp. 1–12). Springer International Publishing. https://doi.org/10.1007/978-3-030-11795-5_81-1
- Forde, S., Kappler, S., & Björkdahl, A. (2021). Peacebuilding, Structural Violence and Spatial Reparations in Post-Colonial South Africa. *Journal of Intervention and Statebuilding*, 15(3), 327–346. <https://doi.org/10.1080/17502977.2021.1909297>
- Forsyth, M., Kent, L., Dinnen, S., Wallis, J., & Bose, S. (2017). Hybridity in peacebuilding and development: A critical approach. *Third World Thematics: A TWQ Journal*, 2(4), 407–421. <https://doi.org/10.1080/23802014.2017.1448717>
- Ganson, B. (2019). Business and peace. In J. Miklian, R. M. Alluri, & J. E. Katsos (Eds.), *Business, Peacebuilding and Sustainable Development* (1st ed., pp. 3–26). Routledge. <https://doi.org/10.4324/9780429057229-1>
- George, N., & Kent, L. (2017). Sexual violence and hybrid peacebuilding: How does silence 'speak'? *Third World Thematics: A TWQ Journal*, 2(4), 518–537. <https://doi.org/10.1080/23802014.2017.1395710>
- Gippert, B. J. (2017). Legitimacy and Coercion in Peacebuilding: A Balancing Act. *Journal of Intervention and Statebuilding*, 11(3), 321–338. <https://doi.org/10.1080/17502977.2017.1353753>
- Gnoth, A. (n.d.). *A CRISIS OF CRITICALITY? REIMAGINING ACADEMIA IN INTERNATIONAL PEACEBUILDING*.
- Goodhand, J., Meehan, P., Bhatia, J., Ghiabi, M., & Sanín, F. G. (2021). Critical policy frontiers: The drugs-development-peacebuilding trilemma. *International Journal of Drug Policy*, 89, 103115. <https://doi.org/10.1016/j.drugpo.2021.103115>
- Harris, D. (2021). The state of peacebuilding in Africa: Lessons learned for policymakers and practitioners. *International Affairs*, 97(4), 1272–1274. <https://doi.org/10.1093/ia/iia107>
- Hersh, M. A. (2022). Professional ethics and social responsibility: Military work and peacebuilding. *AI & SOCIETY*, 37(4), 1545–1561. <https://doi.org/10.1007/s00146-021-01238-5>
- Högberg, S. (n.d.). *Women and Peacebuilding in Rwanda and Sierra Leone*.
- Howe, B. (2019). Human Security, Peacebuilding, and the Responsibility to Protect in East Asia. *Asian Journal of Peacebuilding*, 7(2), 183–218. <https://doi.org/10.18588/201911.00a093>

- Howe, B. M. (2017). Korea's Role for Peacebuilding and Development in Asia. *Asian Journal of Peacebuilding*, 5(2), 243–266. <https://doi.org/10.18588/201711.00a017>
- Idbudni McCormack, F. (2017). *Regionalism and Peacebuilding in West Africa: Addressing the Challenge of Roaming Combatants*. University of Sussex.
- Iñiguez de Heredia, M. (2017). *Everyday Resistance, Peacebuilding and State-making: Insights from “Africa’s World War.”* Manchester University Press. https://doi.org/10.26530/OAPEN_628403
- Iñiguez de Heredia, M. (2018). The Conspicuous Absence of Class and Privilege in the Study of Resistance in Peacebuilding Contexts. *International Peacekeeping*, 25(3), 325–348. <https://doi.org/10.1080/13533312.2018.1449650>
- Isike, C. (2017). Soft Power and a Feminist Ethics of Peacebuilding in Africa. *Peace Review*, 29(3), 350–357. <https://doi.org/10.1080/10402659.2017.1344535>
- Jarikre, M. (2017). The Media and Post-Election Peacebuilding in Nigeria, 1999–2015. *Asian Journal of Peacebuilding*, 5(2), 289–305. <https://doi.org/10.18588/201711.00a011>
- Juichiro Tanabe. (2017). Beyond Liberal Peacebuilding: A Critique of Liberal Peacebuilding and Exploring a Postmodern Post-liberal Hybrid Model of Peacebuilding. *International Relations and Diplomacy*, 5(8). <https://doi.org/10.17265/2328-2134/2017.08.001>
- Juncos, A. E. (2018). Resilience in peacebuilding: Contesting uncertainty, ambiguity, and complexity. *Contemporary Security Policy*, 39(4), 559–574. <https://doi.org/10.1080/13523260.2018.1491742>
- Kappler, S. (2017). The Securitization of International Peacebuilding. In T. Bonacker, W. Distler, & M. Ketzmerick (Eds.), *Securitization in Statebuilding and Intervention* (pp. 29–52). Nomos Verlagsgesellschaft mbH & Co. KG. <https://doi.org/10.5771/9783845285825-29>
- Karlsrud, J. (2019). From Liberal Peacebuilding to Stabilization and Counterterrorism. *International Peacekeeping*, 26(1), 1–21. <https://doi.org/10.1080/13533312.2018.1502040>
- Kasherwa, A. C. (2020). ‘The role of youth organizations in peacebuilding in the African Great Lakes Region: A rough transition from local and non-governmental to the national and governmental peacebuilding efforts in Burundi and eastern DRC.’ *Journal of Peace Education*, 17(2), 123–160. <https://doi.org/10.1080/17400201.2019.1688139>
- Kharisma, M. W. (2017). The Philosophical Worth of Liberal Peacebuilding. *Global: Jurnal Politik Internasional*, 19(1), 1. <https://doi.org/10.7454/global.v19i1.146>
- Krampe, F. (2019). *Climate Change, Peacebuilding AND Sustaining Peace* (SIPRI Policy Brief) [Policy Brief].
- Kreutz, J. (2018). New Rebels in Postconflict Settings: The Principal-Agent Dilemma of Peacebuilding. *Peace & Change*, 43(2), 218–247. <https://doi.org/10.1111/pech.12284>

- Kumar, S. (2011). *Social Return on Investment (SROI) Analysis: A New Tool for Strategic Decision Making, Planning, and Evaluation for Managers, Investors, and Policy Makers in International Aid and Development*. Dissertation. University of California Los Angeles.
- Leib, J., & Ruppel, S. (2021). The Dance of Peace and Justice: Local Perceptions of International Peacebuilding in West Africa. *International Peacekeeping*, 28(5), 783–812. <https://doi.org/10.1080/13533312.2021.1927726>
- Lewis, A., & Winn, N. (2018). Understanding the Connections between the EU Global Strategy and Somali Peacebuilding Education Needs and Priorities. *Global Policy*, 9(4), 501–512. <https://doi.org/10.1111/1758-5899.12573>
- Lingane, A., & Olsen, S. (2004). Guidelines for Social Return on Investment. *California Management Review*, 46(3), 116–135. <https://doi.org/10.2307/41166224>
- Marsili, Marco. (2019). *The Twilight Zone of Political Transition: Between Revolution and Democratic Change*. <https://doi.org/10.5281/ZENODO.3517223>
- Martin de Almagro, M. (2018). Hybrid Clubs: A Feminist Approach to Peacebuilding in the Democratic Republic of Congo. *Journal of Intervention and Statebuilding*, 12(3), 319–334. <https://doi.org/10.1080/17502977.2018.1482125>
- Martin, M., Bojicic-Dzelilovic, V., & Benraïs, L. (2020). Mind the gaps. A Whole-of-Society approach to peacebuilding and conflict prevention. In M. Martin & V. Bojicic-Dzelilovic (Eds.), *Whole-of-Society Peacebuilding* (1st ed., pp. 1–12). Routledge. <https://doi.org/10.1201/9780429282652-1>
- McAuliffe, P. (2017). Reflections of the nexus between justice and peacebuilding. *Journal of Intervention and Statebuilding*, 11(2), 245–260. <https://doi.org/10.1080/17502977.2017.1287636>
- McCandless, E. (2021). Peacebuilding–Development Nexus. In *The Palgrave Encyclopedia of Peace and Conflict Studies* (pp. 1–8). Springer International Publishing. https://doi.org/10.1007/978-3-030-11795-5_145-1
- McDowell, S., Braniff, M., & Murphy, J. (2017). Zero-sum politics in contested spaces: The unintended consequences of legislative peacebuilding in Northern Ireland. *Political Geography*, 61, 193–202. <https://doi.org/10.1016/j.polgeo.2017.09.001>
- McKeown, S., & Taylor, L. K. (2017). Intergroup contact and peacebuilding: Promoting youth civic engagement in Northern Ireland. *Journal of Social and Political Psychology*, 5(2), 415–434. <https://doi.org/10.5964/jsp.p.v5i2.769>
- Medinilla, A., Tadesse Shiferaw, L., & Veron, P. (2019). *Think local. Governance, humanitarian aid, development and peacebuilding in Somalia* (Discussion Paper DISCUSSION PAPER No. 246). European Centre for Development Policy Management.
- Miklian, J. (2019). The role of business in sustainable development and peacebuilding: Observing interaction effects. *Business and Politics*, 21(4), 569–601. <https://doi.org/10.1017/bap.2019.28>

- Miklian, J., & Medina Bickel, J. P. (2020). Theorizing Business and Local Peacebuilding Through the “Footprints of Peace” Coffee Project in Rural Colombia. *Business & Society*, 59(4), 676–715. <https://doi.org/10.1177/0007650317749441>
- Moe, L. W., & Stepputat, F. (2018). Introduction: Peacebuilding in an era of pragmatism. *International Affairs*, 94(2), 293–299. <https://doi.org/10.1093/ia/iyy035>
- Morales-Muñoz, H., Löhr, K., Bonatti, M., Eufemia, L., & Sieber, S. (2021). Assessing impacts of environmental peacebuilding in Caquetá, Colombia: A multistakeholder perspective. *International Affairs*, 97(1), 179–199. <https://doi.org/10.1093/ia/iaa175>
- Nakagawa, Y. (2018). Theorizing Postcolonial Deliberation and Deliberative Peacebuilding. *Journal of Intervention and Statebuilding*, 12(2), 253–275. <https://doi.org/10.1080/17502977.2018.1464353>
- Nyadera, I. N., Ahmed, M. S., & Agwanda, B. (n.d.). *Transformation of the Somali Civil -War and Reflections for a Social Contract Peacebuilding Process*.
- Ochen, E. A. (2017). *Women and Liberal Peacebuilding in Post- Conflict Northern Uganda: Community social work agenda revisited? 21*.
- Öjendal, J., Bachmann, J., Stern, M., & Leonardsson, H. (2021). Introduction – Peacebuilding Amidst Violence. *Journal of Intervention and Statebuilding*, 15(3), 269–288. <https://doi.org/10.1080/17502977.2021.1913006>
- Paffenholz, T. (2021). Perpetual Peacebuilding: A New Paradigm to Move Beyond the Linearity of Liberal Peacebuilding. *Journal of Intervention and Statebuilding*, 15(3), 367–385. <https://doi.org/10.1080/17502977.2021.1925423>
- Panter-Brick, C. (2021). Resilience Humanitarianism and Peacebuilding. In M. Ungar (Ed.), *Multisystemic Resilience* (1st ed., pp. 361-C19.P73). Oxford University Press New York. <https://doi.org/10.1093/oso/9780190095888.003.0020>
- Paone, M. (n.d.). *From Civilising Mission to Civilian Power: Rethinking EU Peacebuilding from a Postcolonial Perspective*.
- Parida, S. (n.d.). *Local ownership in Peacebuilding: The role of Youth movements in Kosovo’s Peace Process*.
- Paris, R. (2002). International peacebuilding and the ‘mission civilisatrice.’ *Review of International Studies*, 28(4), 637–656. <https://doi.org/10.1017/S026021050200637X>
- Pepper, M. (2018). Ethnic Minority Women, Diversity, and Informal Participation in Peacebuilding in Myanmar. *Journal of Peacebuilding & Development*, 13(2), 61–75. <https://doi.org/10.1080/15423166.2018.1472030>
- Petrov, P., Dijkstra, H., Đokić, K., Zartsdahl, P. H., & Mahr, E. (2019). All hands on deck: Levels of dependence between the EU and other international organizations in peacebuilding. *Journal of European Integration*, 41(8), 1027–1043. <https://doi.org/10.1080/07036337.2019.1622542>

- Pherali, T. (2021). Social justice, education and peacebuilding: Conflict transformation in Southern Thailand. *Compare: A Journal of Comparative and International Education*, 1–18. <https://doi.org/10.1080/03057925.2021.1951666>
- Piccolino, G. (2018). Peacebuilding and statebuilding in post-2011 Côte d'Ivoire: A victor's peace? *African Affairs*, 117(468), 485–508. <https://doi.org/10.1093/afraf/ady020>
- Pingeot, L. (2020). International Peacebuilding as a Case of Structural Injustice. *International Peacekeeping*, 27(2), 263–288. <https://doi.org/10.1080/13533312.2019.1673739>
- Pogodda, S. (2020). Revolutions and the liberal peace: Peacebuilding as counterrevolutionary practice? *Cooperation and Conflict*, 55(3), 347–364. <https://doi.org/10.1177/0010836720921881>
- Pugh, M. (n.d.). The political economy of peacebuilding: A critical theory perspective. *International Journal of Peace Studies*, 10(2), 23–42.
- Randazzo, E. (2021). The Local, the 'Indigenous' and the Limits of Rethinking Peacebuilding. *Journal of Intervention and Statebuilding*, 15(2), 141–160. <https://doi.org/10.1080/17502977.2021.1882755>
- Rasouli, M. (n.d.). *THE U.S. APPROACH TO PEACEBUILDING IN AFGHANISTAN A COMPARATIVE ANALYSIS OF GEORGE W. BUSH, BARACK OBAMA, AND DONALD TRUMP ADMINISTRATION POLICIES IN AFGHANISTAN*.
- Richmond, O. P. (2021). The Fraught Development of an International Peace Architecture. In J. Kustermans, T. Sauer, & B. Segaert (Eds.), *A Requiem for Peacebuilding?* (pp. 221–242). Springer International Publishing. https://doi.org/10.1007/978-3-030-56477-3_10
- Richmond, O. P., & Tellidis, I. (2020). Analogue crisis, digital renewal? Current dilemmas of peacebuilding. *Globalizations*, 17(6), 935–952. <https://doi.org/10.1080/14747731.2020.1712169>
- Roque, S. (2017). Between New Terrains and Old Dichotomies: Peacebuilding and the Gangs' Truce in El Salvador. *Contexto Internacional*, 39(3), 499–520. <https://doi.org/10.1590/s0102-8529.2017390300003>
- Schliesser, C. (2019). Conflict resolution and peacebuilding. In J. Haynes (Ed.), *The Routledge Handbook to Religion and Political Parties* (1st ed., pp. 126–138). Routledge. <https://doi.org/10.4324/9781351012478-12>
- Scholten, P. (2019). *Value Game: A method for involving customers in valuing outcomes*. Social Value UK.
- Scholten, P., Nicholls, J., Olsen, S., & Galimidi, B. (n.d.). *Social Return on Investment: A Guide to SROI Analysis*. Lenthe Publishers.
- Search for Common Ground. (n.d.). *Measuring Peace: The Global Impact Framework*.
- Senior Lecturer, Centre for Peace & Conflict Studies, University of Sydney, & Lambourne, W. (2003). Post-Conflict Peacebuilding: Meeting Human Needs for Justice and Reconciliation. *Journal of Peace, Conflict and Development*, 4. <https://doi.org/10.7246/pcd.0404>

- Shah, Q. A., Nawab, B., & Mehmood, T. (2020). The Role of Stakeholders in Post Conflict Peacebuilding in Swat, Pakistan. *Lex Localis - Journal of Local Self-Government*, 18(1), 211–229. [https://doi.org/10.4335/18.1.211-229\(2020\)](https://doi.org/10.4335/18.1.211-229(2020))
- Sherriff, A., Veron, P., Deneckere, M., & Hauck, V. (2018). *Supporting peacebuilding in times of change*. European Centre for Development Policy Management.
- Simangan, D. (2020). A Case for a Normative Local Involvement in Post-Conflict Peacebuilding. *International Peacekeeping*, 27(1), 77–101. <https://doi.org/10.1080/13533312.2019.1654380>
- Singh, P. (n.d.). *South African peacebuilding needs new purpose*.
- Sloan, T., Dinnen, S., Sweaney, N., & Chevalier, C. (n.d.). *Perceptions of Peacebuilding in Solomon Islands Post-RAMSI*.
- Smith, S. (2018). *Gendering Peace: UN Peacebuilding in Timor-Leste* (S. Smith, Ed.; 1st ed.). Routledge. <https://doi.org/10.4324/9781351261043>
- Swaine, A., Spearing, M., Murphy, M., & Contreras-Urbina, M. (2019). Exploring the Intersection of Violence Against Women and Girls With Post-Conflict Statebuilding and Peacebuilding Processes: A New Analytical Framework. *Journal of Peacebuilding & Development*, 14(1), 3–21. <https://doi.org/10.1177/1542316619833877>
- Taka, M. (2020). The role of education in peacebuilding: Learner narratives from Rwanda. *Journal of Peace Education*, 17(1), 107–122. <https://doi.org/10.1080/17400201.2019.1669146>
- Tronc, E., Grace, R., & Nahikian, A. (2019). Realities and Myths of the “Triple Nexus”: Local Perspectives on Peacebuilding, Development, and Humanitarian Action in Mali. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3404351>
- Uduji, J. I., Okolo-Obasi, E. N., & Asongu, S. A. (n.d.). *Sustainable Peace building and Development in Nigeria’s Post-Amnesty Programme: The Role of Corporate Social Responsibility in Oil Host Communities*.
- Valente, A. A. (n.d.). *Financing for Young People in Peacebuilding—An Overview*.
- von Billerbeck, S., & Tansey, O. (2019). Enabling autocracy? Peacebuilding and post-conflict authoritarianism in the Democratic Republic of Congo. *European Journal of International Relations*, 25(3), 698–722. <https://doi.org/10.1177/1354066118819724>
- Wallis, J., Kent, L., Forsyth, M., Dinnen, S., & Bose, S. (Eds.). (2018). *Hybridity on the ground in peacebuilding and development: Critical conversations*. ANU Press.
- Weiss, R. (2020). Peacebuilding, Democratization, and Political Reconciliation in Cambodia. *Asian Journal of Peacebuilding*, 8(1), 113–131. <https://doi.org/10.18588/202005.00a069>
- World Health Organization & WHO Collaborating Centre for Violence Prevention. (2010). Violence prevention: The evidence. In *Prevención de la violencia: La evidencia*. World Health Organization. <https://apps.who.int/iris/handle/10665/77936>

Young, G. (n.d.). *South African land reform as peacebuilding: Integrating perspectives from Social Identity Theory and Symbolic Politics in a peacebuilding conceptual framework.*

ANNEX B: DETAILED METHODOLOGY

Social return on investment (SROI) analysis is a methodology that seeks to measure and account for the value (economic, social and/or environmental) created through (or diminished by) a program, policy, or intervention. Table B.1 outlines the six-step process of analysis and table B.2 outlines the eight principles that govern how SROI (and social value analysis) should be applied.

Table B. 1: The SROI Analysis Process (Adapted from Social Value International, 2022)

<p>Step 1: Establishing scope and identifying key stakeholders. It is important to clearly delineate the scope of what is to be included in the SROI analysis – including what activities will be analyzed, who will be involved in the process and how they will be included.</p>
<p>Stage 2: Mapping outcomes. As stakeholders are engaged with, the relationship between inputs, outputs and outcomes becomes clearer. As a result, these can be mapped into a <i>Theory of Change and Impact Map</i>.</p>
<p>Stage 3: Evidencing outcomes and giving them a value. In this stage, data is collected to understand if outcomes have occurred and to assign them a monetized value.</p>
<p>Stage 4: Establishing Impact. Now that evidence of outcomes has been collected and they have been monetized, change because of other factors, or that would have occurred anyway, must be controlled for to establish the true impact of the intervention.</p>
<p>Stage 5: Calculating the SROI. At this stage, the value of all outcomes is calculated by summing total benefits and subtracting any negatives. This total value is then compared to the investment into the intervention (both financial investment and non-monetary investments) to generate an SROI ratio (the ratio of outputs to investment). This ratio is then tested for sensitivity.</p>
<p>Stage 6: Reporting, using, and embedding. This last step of the SROI process shares findings of analysis with stakeholders, verifying the report, and sharing recommendations to improve the impact of the program.</p>

Table B. 2: The Social Value International Principles (Adapted from SVI, 2022)

<p>Principle 1: Involve stakeholders. This suggests that stakeholders are best placed to describe how an intervention has affected them and means that they are consulted throughout the analysis process.</p>
<p>Principle 2: Understand what changes. This requires that the Theory of Change or Impact Map (both describing how the change occurs) be articulated and evidence-based - involving stakeholders, positive and negative outcomes, and intended and unintended outcomes.</p>
<p>Principle 3: Value what matters. This suggests that it is important to understand the relative importance or value of different outcomes – especially to the stakeholders that experience them.</p>
<p>Principle 4: Only include what is material. This means that only what has been determined to be of importance to stakeholders is included (i.e. what may affect future decisions).</p>
<p>Principle 5: Do not overclaim. This means that an intervention should only claim the value it has created. This requires considering impact that may be created by other interventions, the amount of future change to happen as a result of the program, and counterfactual impact.</p>
<p>Principle 6: Be transparent. This means that at each step of the analysis, the process and decisions made should be documented to ensure it is a fair and honest representation of the actual impact of the scope of analysis.</p>

Principle 7: Verify the result. Analysis results should be independently assured to ensure that the decisions made by those responsible for the analysis were reasonable.

Principle 8: Be responsive. Social value should be optimized through timely decision making, supported by appropriate accounting and reporting.

ANNEX C: FOCUS GROUP, INTERVIEW AND SURVEY GUIDE

ENGLISH VERSION

Guide for Focus Groups/Interviews with Key Stakeholders (i.e., Youth, Families/Communities, Project Staff, State Institutions, Private Sector, etc.)

Thank you for agreeing to participate in this focus group [or interview] today. My name is Ngesa/Mariam/Other of Rural Senses. Our purpose is to evaluate the effects of the [program name]. As part of this effort, we are doing focus groups and interviews with key stakeholders of the program like yourselves, to understand from their perspectives what the program's effects were.

This study will be used to improve the program and similar programs so that they can be as beneficial as possible for young people and your community. Your responses will be anonymous- we will not associate anyone's name with anything you say. We are an independent party and we want to capture the reality and your honest feedback, whether good or bad. We expect this session to last approximately 90 minutes.

Our objectives are to:

- I. Understand your perspectives in terms of any positive or negative changes, both intended and unintended, experienced by participants or other key stakeholders as a result of the program
- II. Explore what the importance of that change has been to the participants and other key stakeholders

We plan to share results with participants and other interested parties during and upon completion of the evaluation – we will reach out to you by the end of September regarding the results.

If you agree to participate, we will continue, if you don't want to participate you are free to leave.

Introduction round (present yourself and an animal/fruit name)

First let's just start by talking about your involvement with the program.

1. How would you describe your experience in the program in your own words?

Now let's think about what the program's effects were.

2. What were you hoping the program would do for you?
3. What positive changes did you experience as a result of the program? (Probe: did it affect your knowledge/attitudes/behavior, interactions with others, quality of life, safety, less violence, empowerment, business, policies, etc.) (note: list the top 2-5 outcomes that come up)
4. What negative changes did you experience as a result of the program, if any? (note: 1-2 if any)
5. Were there any results or changes that surprised you? If so, what were they?
6. For each change you experienced:
 - 6.1. Change title:
 - 6.2. Positive/Negative change?

- 6.3. How could you tell that had changed?
- 6.4. How much did it change (a little, significantly, a lot)?
- 7. Of all these changes, which ones (1-3) were most important to you and why?
- 8. For each of the most important changes:
 - 8.1. How long did the changes last? (a few days, weeks, months, years, ongoing- if years specify how many years)?
 - 8.2. Did the effects change over time (increased a lot over time, increased a bit over time, no change, decreased a lot over time, decreased a bit over time)?
 - 8.3. If the program didn't exist, is there anything else that would have led to any of the same changes?
 - 8.4. What or who else contributed to any of these changes, and how?
 - 8.5. How much of the changes would you say was caused by the program? (0% - none, 25% - some, 50% - half, 75% - a lot, 100% - all)?
- 9. Who else did the program affect in a significant way?
- 10. for each affected stakeholder from previous question:
 - 10.1. Stakeholder title
 - 10.2. How were they affected?
- 11. Do you have any suggestions or ideas how the program could be improved in the future?

In the last part of this focus group, we want to discuss the value of other items with regards to the change. We are now going to present you with a list of items. Let's go over them to estimate their approximate market price. [Put up images, cards, or list of those items from lowest to highest value].

- 12. For each of the most important change:
 - 12.1. Where would you place the value of that change in relation to these items? Facilitator notes down the 2 items below and above the change.
- 13. Is there anything else you'd like to share with us?

Thank you so much for your time!

List of items:

Item	~value (KS)	~value (US\$)
Airtime for 1 week	700	7
Used mobile phone	10,000	100
Laptop	30,000	300
TV "32	20,000	200
Plot of land (40X80 square feet)	100,000	1,000

Item	~value (KS)	~value (US\$)
Used car	300,000	3,000
Apartment in Mombasa	5,000,000	50,000
Apartment in Syokimau	7,000,000	70,000
Beachfront Property	12,000,000	120,000

KISWAHILI VERSION

Muongozo wa maswali kwa vikundi husika. (Ambao ni vijana, familia, Jamie, wafanyi kazi wa Shirakawa husika, mashirika ya serikali, masirika ya kibinafsi n.k)

Guide for Focus Groups/Interviews with Key Stakeholders (i.e., Youth, Families/Communities, Project Staff, State Institutions, Private Sector, etc.)

Asanteni kwa kubali kushirika kwenye shughuli hii. Jina langu ni (Ngesa/mariam/ama mwingine kutoka Rural Senses. Madhumuni yetu ni kukagua athari za(jina la mradi). Katika hili juhudi, tunawauliza maswali vikundi husika kama nyinyi kutaka kuelewa muonekano wenu wa athari zilizotokea kupitia mradi huu. Tutatumia majibu haya kwenye kuboresha mradi huu na miradi mingine kama hii, yapate kuleta manufaa bora kwenu vijana na jamii zenu. Maoni yenu yatakuwa bila kujulikana mtu aliyeyatoa.

Sisi ni Shiraka huru na tunataka kunasa maoni yenu halisia yawe ni kwa uzuri au ubaya wa athari hizi. Tunataraji swala hili kuchukua takriban dakika 90

Thank you for agreeing to participate in this focus group [or interview] today. My name is Ngesa/Mariam/Other of Rural Senses. Our purpose is to evaluate the effects of the [program name]. As part of this effort, we are doing focus groups and interviews with key stakeholders of the program like yourselves, to understand from their perspectives what the program's effects were.

This study will be used to improve the program and similar programs so that they can be as beneficial as possible for young people and your community. Your responses will be anonymous- we will not associate anyone's name with anything you say. We are an independent party and we want to capture the reality and your honest feedback, whether good or bad. We expect this session to last approximately 90 minutes.

Malengo yetu:

Our objectives are to:

Kuelewa muonekano wako ima uzuri au ubaya wa athari zilizojiri, zilizokusidiwa na ambazo hazikusidiwa, ambayo mulipitia ama walipitia washirika wengine kwasababu ya mradi huu

I. Understand your perspectives in terms of any positive or negative changes, both intended and unintended, experienced by participants or other key stakeholders as a result of the program

Kuchunguza umuhimu wa mabadiliko hayo kwa wahusika na vikundi husika

II. Explore what the importance of that change has been to the participants and other key stakeholders

Tutafikisha majibu haya kwenu nyinyi wahusika na vikundi husika pamoja na wote watakao kuwa na dhamira na huu mradi pindi tu tukapo maliza mradi huu.... Tutawasiliana nanyi mwisho wa mwezi wa Julai kuhusiana na majibu.

We plan to share results with participants and other interested parties during and upon completion of the evaluation – we will reach out to you by the end of July regarding the results.

Ukukubali kushiriki tutaendelea na pia kama hakukubali jiskie huru kuondoka.

If you agree to participate, we will continue, if you don't want to participate you are free to leave.

Kujitambisha (jina la mnyama, tunda n.k)

Introduction round (present yourself and a animal/fruit name)

Kwanza tuanze na kuzungumzia kuhusu uhusiano wako na mradi

First let's just start by talking about your involvement with the program.

Unaweza kusimulia vipi ulichopitia na mradi kwa maneno yako mwenyewe

1. How would you describe your experience in the program in your own words?

sasa tufikirie athari za mradi

Now let's think about what the program's effects were.

Ulitarajia kupata nini kupitia huu mradi?

2. What were you hoping the program would do for you?

athari zipi nzuri zilitokea kupitia mradi huu (ilikuathiri kivipi? Elimu, tabia, mahusiano na watu? Ubora wa maisha, usalama, kupingua kwa fujo, uwezesaji wa biashara na mambo mengine,) chukua vitano muhimu ambavyo vimejirudia

3. What positive changes did you experience as a result of the program? (Probe: did it affect your knowledge/attitudes/behavior, interactions with others, quality of life, safety, less violence, empowerment, business, policies, etc.) (note: list the top 2-5 outcomes that come up)

Athari zipi mbaya zimetokana na mradi huu

(Angalia mawili matatu yanayochipuza)

4. What negative changes did you experience as a result of the program, if any? (note: 1-2 if any)

Kuna athari ilikushangaza? Ipi?

5. Were there any results or changes that surprised you? If so, what were they?

Kwa kila athari:

- Jina la athari
- Uzuri/ ubaya
- Umejuaje imebadilika
- Imebadilika kwa kiasi gani (kidogo, kiasi , au sana

kwenya haya mabadiliko yote yapi yalikuwa muhimu sana kwako? (1-3) na kwanini?

6. For each change you experienced:
 - 6.1. Change title:
 - 6.2. Positive/Negative change?
 - 6.3. How could you tell that had changed?
 - 6.4. How much did it change (a little, significantly, a lot)?
7. Of all these changes, which ones (1-3) were most important to you and why

kwa kila badiliko muhimu

- Ilibadilika kwa muda gani?(siku kidogo, wiki kadhaa, miezi, miaka au ingali inaendelea?)
 - Mabadiliko hayo athari zake kwa muda (yaliongezeka sana, yaliongezeka kidogo, haya kubadilika, yalipungua sana yalipungua kidogo)
 - Kama mradi huu haungekuwepo, kunacho kitu kingine amacho kinge changia mabadiliko haya?
 - Kitu gani au mtu gani amechangia pia kwenye mabadiliko haya?
 - Amechangia kwa kiasi kipi ukilinganisha na mradi wenyewe (asilimia 0-hakuna, 25% kiasi, 50%-nusu, 75% sana 100% yote)?
8. For each of the most important changes:
 - 8.1. How long did the changes last? (a few days, weeks, months, years, ongoing- if years specify how many years)?
 - 8.2. Did the effects change over time (increased a lot over time, increased a bit over time, no change, decreased a lot over time, decreased a bit over time)?
 - 8.3. If the program didn't exist, is there anything else that would have led to any of the same changes?
 - 8.4. What or who else contributed to any of these changes, and how?
 - 8.5. How much of the changes would you say was caused by the program? (0% - none, 25% - some, 50% - half, 75% -a lot, 100% - all)?

nani pia aliathirika na mradi huu kwa kiasi kikubwa?

9. Who else did the program affect in a significant way?

Kwa kila muhusika muathiriwa kwenye swali la awali

- Jina la muhusika
- Wameathirika kiviipi?

10. for each affected stakeholder from previous question:

10.1. Stakeholder title

10.2. How were they affected

un maoni yoyote kuhusiana na vile mradi ungeendeshwa kuboresha athari zake kwa siku za usoni?

11. Do you have any suggestions or ideas how the program could be improved in the future?

Mwisho wa mjadiliano huu, tunataka tujue tamarind ya vitu kulingana na mabadiliko yaliyoletwa na mradi huu. Tutawaonyesha orodha ya vitu. Tuvipitie tuone thamani yake kwa sasa. (Onyesha picha, kadi, ama orodha

In the last part of this focus group, we want to discuss the value of other items with regards to the change. We are now going to present you with a list of items. Let's go over them to estimate their approximate market price. [Put up images, cards, or list of those items from lowest to highest value].

12. For each of the most important change:

12.1. Where would you place the value of that change in relation to these items? Facilitator notes down the 2 items below and above the change.

13. Is there anything else you'd like to share with us?

Thank you so much for your time!

ANNEX D: DETAILED RESULTS

WELL DEFINED OUTCOMES

One of the important aspects of social value analysis and SROI is the generation of well-defined outcomes which help to summarize the change experienced by a certain stakeholder group. These outcomes are then leveraged to develop a theory of change for the intervention. A well-defined outcome is a result of the participation of the stakeholder and describes what changed for them as a result of their participation (either positive or negative). This section will present the well-defined outcomes for each stakeholder group and the indicators used to help describe these outcomes in this evaluation.

Table D. 1: Well Defined Outcomes and Indicators for Young Women Not Receiving Additional Funding from IPHRD

OUTCOME	INDICATORS
INCREASED NETWORKING AND OPPORTUNITIES	<ul style="list-style-type: none"> • Increased connection to government officials and duty bearers • Increased connection to others in the mediation space • Increased opportunity to work with others in mediation work
INCREASED CAPACITY FOR PEACEBUILDING	<ul style="list-style-type: none"> • Increased negotiation skills • Increased mediation skills • Increased confidence to undertake/engage in mediation • Increased confidence to spread peace messaging • Increased knowledge, skills and understanding of conflict resolution and mediation

Table D. 2: Well Defined Outcomes and Indicators Young Women Receiving Additional Funding from IPHRD

OUTCOME	INDICATOR
INCREASED NETWORKING AND OPPORTUNITIES	<ul style="list-style-type: none"> • Increased platform to share the work that they are doing in the community • Increased opportunity to connect with others in the mediation space • Increased opportunity for mentorship
INCREASED PERSONAL GROWTH	<ul style="list-style-type: none"> • Increased opportunity to obtain feedback on leadership and apply it • Increased opportunity to develop leadership skills and capacity based on project functions
INCREASED SENSE OF EXCLUSION	<ul style="list-style-type: none"> • Increased sense of exclusion due to faith and/or not receiving travel reimbursements as others

Table D. 3: Well Defined Outcomes and Indicators for Indirect Beneficiaries

WELL DEFINED OUTCOME	INDICATORS
INCREASED WOMEN'S EMPOWERMENT AND INCLUSION	<ul style="list-style-type: none"> • Increased knowledge of rights of women • Increased understanding of the role of women in political processes and the importance of their participation • Increased ability to speak up and take action in the community • Increased confidence to voice opinions in the community
INCREASED SENSE OF SECURITY IN THE COMMUNITY	<ul style="list-style-type: none"> • Increased sense of safety in the community
INCREASED FRIENDSHIP	<ul style="list-style-type: none"> • Increased connection to other women in the community • Sense of friendship and camaraderie among participants • Increased opportunity sharing between women
INCREASED HOSTILITY FROM COMMUNITY DUE TO PERCEPTION OF BEING A TROUBLEMAKER	<ul style="list-style-type: none"> • Increased hostility from community to taking action to support peace in the community
REDUCED GENDER-BASED VIOLENCE (GBV) IN THE COMMUNITY	<ul style="list-style-type: none"> • Increased confidence to address GBV in the community • Increased ability to share knowledge about GBV • Increased ability to support women experiencing GBV
INCREASED CAPACITY FOR PEACEBUILDING	<ul style="list-style-type: none"> • Increased ability to share peace messaging with the community

Table D. 4: Well Defined Outcomes and Indicators for Trainers

WELL DEFINED OUTCOME	INDICATORS
INCREASED FUNCTIONAL CAPACITY	<ul style="list-style-type: none"> • Increased knowledge of grassroots mediation strategies and their efficacy • Increased knowledge of programming

Table D. 5: Well Defined Outcomes and Indicators for Duty Bearers

WELL DEFINED OUTCOME	INDICATORS
INCREASED FUNCTIONAL CAPACITY	<ul style="list-style-type: none"> • Increased knowledge of how to improve programming • Increased internal capacity • Increased deep thinking and agility
INCREASED INCLUSION OF YOUNG WOMEN IN WORK	<ul style="list-style-type: none"> • Increased hiring of young women as interns

Table D. 6: Well Defined Outcomes and Indicators for IPHRD Staff

WELL DEFINED OUTCOME	INDICATORS
INCREASED CAPACITY FOR PEACEBUILDING	<ul style="list-style-type: none"> • Increased confidence, skills, knowledge and training capacity • Increased knowledge attainment • Increased pursuit of further education in Peacebuilding and Conflict Studies
INCREASED NETWORKING AND OPPORTUNITIES	<ul style="list-style-type: none"> • Increased connection to high-level government functionaries • Increased connection to others in the mediation space
CHANGE IN PERCEPTION OR TREATMENT DUE TO PROJECT PARTICIPATION	<ul style="list-style-type: none"> • Perceived as having more money than actual • Perceived as having more power than actual • Increased feeling that community was treating them differently as a result of their participation in the project.

ANNEX E: IMPACT RISK ASSESSMENT

For each outcome that it seeks to deliver or understand, the project faces impact risks. According to the Impact Management Project consensus, “[i]mpact risk is the likelihood that impact will be different than expected, and that the difference will be material from the perspective of people or the planet who experience impact.” One of the primary such risks is evidence risk, which is closely related with the credibility of the assessment in the eyes of its audience. The evidence risk for each outcome used in this analysis has been rated. Three aspects of accuracy are considered in the evidence risk rubric: volume of evidence, rigor of evidence, and applicability of evidence. Additionally, the consequences of inaccuracy are rated.

RUBRIC FOR IMPACT RISK: EVIDENCE

A (Likelihood of Accuracy) + B (Consequences) = Evidence Risk

The rating is on a 1 - 10 scale, 10 being highest risk, as follows:

EVIDENCE RISK RATING: LIKELIHOOD OF ACCURACY

- 1 = Extremely unlikely to be inaccurate, based on: statistically significant sample size/very large sample size relative to size of affected population, well-documented and robust methods of measurement and/or analysis, recency from 0-3 years old, and highly similar population and context to that in our study.
- 2 = Very unlikely to be inaccurate, based on: nearly statistically significant sample size/sizeable sample size relative to size of affected population, well-documented and reasonable methods of measurement and/or analysis, recency from 4-6 years old or better, and similar population and context to that in our study.
- 3 = Moderately likely to be inaccurate, based on: somewhat less than statistically significant sample size relative to size of affected population, mostly well-documented and reasonable methods of measurement and/or analysis given the nature of the intervention and study, recency being from 7-9 years old or better, and population and context somewhat similar to that in our study or better.
- 4 = Highly likely to be inaccurate, based on: sample size not close to representative of size of affected population, patchy discussion of methods of measurement and/or analysis and/or some quality issues with methodology, study being 10-12 years old or better, and/or population and context being significantly different than that in our study.
- 5 = Extremely likely to be inaccurate based on: sample size insufficient relative to size of affected population, unclear methods of measurement and/or analysis, study >12 years old or better, and population and context significantly different than that in our study.

EVIDENCE RISK RATING: CONSEQUENCES

- 5 = Catastrophic, in that human life is at risk if the assessment of impact is inaccurate.
- 4 = Major in that severe damage to peoples' well-being could occur if the assessment is inaccurate.
- 3 = Moderate in that significant damage to peoples' well-being could occur.
- 2 = Minor in that some disruption to quality of life is possible.
- 1 = Insignificant in that only minor problems would ensue if the assessment of risk is inaccurate.

The overall assessment of the risk that evidence from this study is inaccurate, and of the severity of the consequences of that inaccuracy to stakeholders experiencing the impact of this program, is 5.2 out of 10.

OUTCOME	LIKELIHOOD	RISK CONSEQUENCES	RATING
YOUNG WOMEN NOT RECEIVING ADDITIONAL FUNDING FROM IPHRD			
Increased networking and opportunities	4	1	5
Increased capacity for peacebuilding	4	1	5
YOUNG WOMEN RECEIVING ADDITIONAL FUNDING FROM IPHRD			
Increased networking and opportunities	3	1	4
Increased personal growth	3	1	4
Increased exclusion	3	2	5
INDIRECT BENEFICIARIES			
Increased women's empowerment and inclusion	5	1	6
Increased sense of safety in the community	5	1	6
Increased friendship	5	1	6
Increased hostility from the community due to perception of being a troublemaker	5	2	7
Reduced Gender-Based Violence in the Community	5	2	7
Increased capacity for peacebuilding	5	1	6
TRAINERS			
Increased functional capacity	4	1	5
DUTY BEARERS			
Increased functional capacity	4	1	5
Increased inclusion of young women in work	4	1	5
STAFF			
Increased capacity for peacebuilding	3	1	4
Increased networking and opportunities	3	1	4
Change in perception or treatment due to participation in project	3	2	5
AVERAGE	4	1.2	5.2

ANNEX F: LIST OF EXPERT ADVISORY GROUP MEMBERS

Table F. 1: List of Expert Advisory Group Members

MEMBER'S NAME	ORGANIZATION REPRESENTED
Dr. Rhuks Ako	African Union Department of Political Affairs, Peace and Security
Terri-Ann Gilbert	Commonwealth Secretariat
Christine Odera	Commonwealth Youth Peace Ambassadors Network
Viridiana Wasike-Mutere	National Youth Council of Kenya
Mattias Lundberg	World Bank
Eliska Jelinkova	United Network of Young Peacebuilders
Jessica O'Connor	US Agency for International Development
Steve Commins	Scholar-practitioner
Joao Felipe Scarpelini	UN Population Fund
Cristina Petcu	United Nations Multidimensional Integrated Stabilisation Mission in Mali (MINUSMA)
Mridul Upadhyay	Youth Observer
Adrienne Lemon	Search for Common Ground
Matteo Busto	UN Department of Political and Peacebuilding Affairs