



THE UNIVERSITY
of EDINBURGH



Mobile Arts for Peace

Monitoring Evaluation and Learning Creative Toolbox

Synthesis Evaluation, Large Grant

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in collaboration with The University of Northampton and University of Lincoln MAP teams, the MAP Youth Advisory Board and the larger MAP family





Table of Contents

Acknowledgements.....	3
1. Introduction	4
What is the MAP Monitoring, Evaluation and Learning Creative Toolbox all about?	4
Important definitions	5
My role as a MEL Youth Researcher	8
2. The MAP Medium Grant journey	10
MAP Medium Grant outcomes.....	10
3. A guide to facilitation and documentation	13
A short guide to facilitation	13
Documentation and managing data	15
Activity documentation forms.....	16
Storing data	16
Tips for documentation	16
Ethics and working with groups on sensitive subjects.....	17
4. Tracking our progress along the way: Baseline and monitoring tools.....	19
Tracking tool 1: Outcome Vision Murals.....	19
Tracking tool 2: Wellbeing Thermometer	23
Tracking tool 3: Tracking our Journey Collage.....	27
5. Reflecting on our progress: Evaluation tools	28
Reflect tool 1: River Journey	28
Reflect tool 2: Artistic Reflection.....	31
Reflect tool 3: Traveling Opinions	33
Reflect tool 4: Proverb Dramas	34
Annex 1: Activity documentation forms.....	38
Documentation form - Tracking tool 1: Outcome Vision Murals	38
Documentation form – Tracking tool 2: Wellbeing Thermometer	40
Documentation form – Tracking tool 3: Tracking our Journey Collage	43
Documentation form – Reflect tool 1: River Journey.....	44
Documentation form – Reflect tool 2: Artistic Response	46
Documentation form – Reflect tool 3: Traveling Opinions	47
Documentation form – Reflect tool 4: Proverb Dramas.....	48
Annex 2: Consent forms	49

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1. Introduction

What is the MAP Monitoring, Evaluation and Learning Creative Toolbox all about?

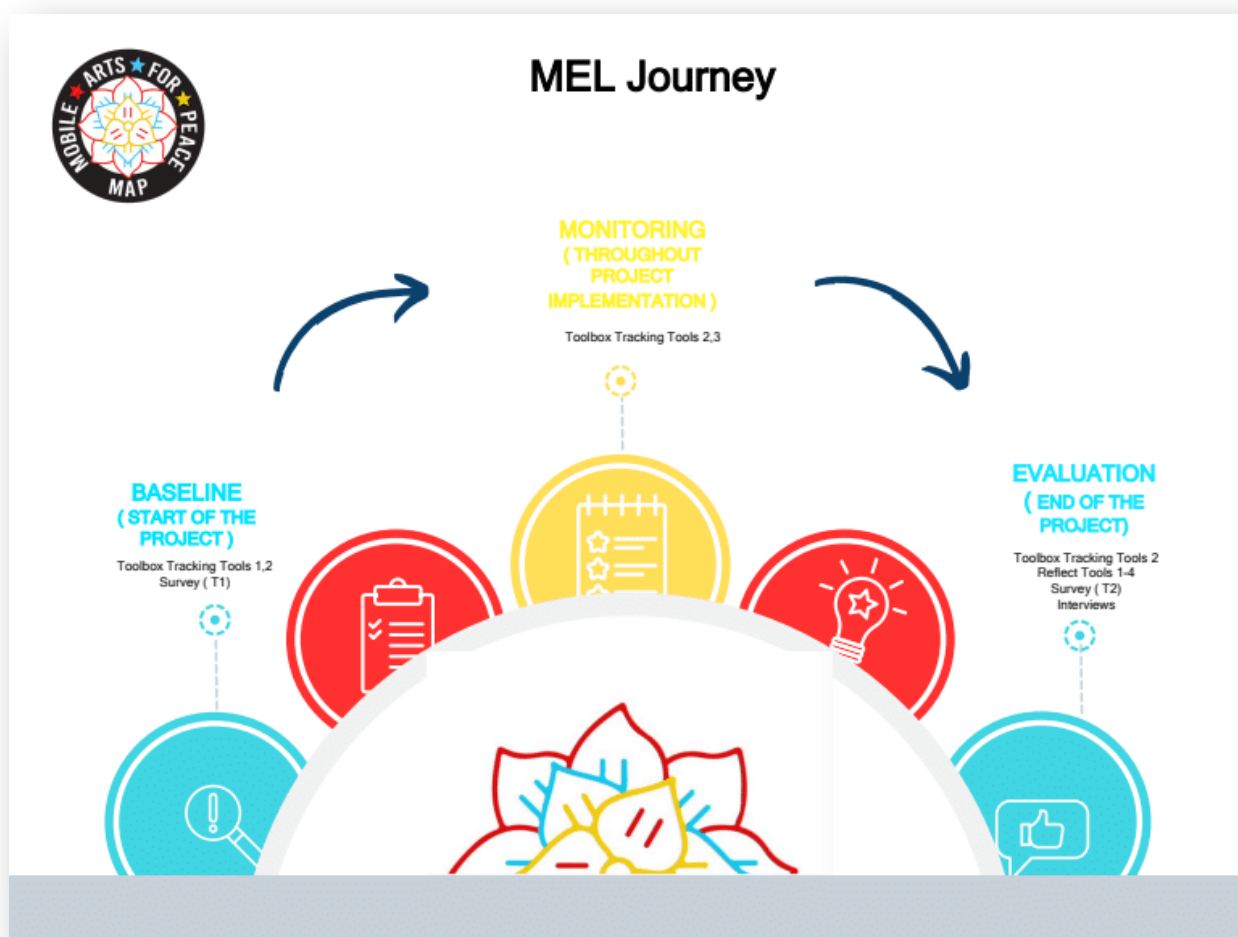


Figure 1. The MAP Monitoring, Evaluation and Learning (MEL) Journey

This Toolbox is a guide to your MAP Monitoring, Evaluation and Learning (MEL) journey as a Youth MEL Researcher. As a Youth MEL Researcher, you are working with the Large Grants Teams to design tools for collecting and analysing information for learning about the impact that the MAP projects have had on children, youth, adults and the community.

- Please note that this Toolbox provides a set of tools to be applied throughout the MAP MEL journey, alongside the survey and interview tools that have been shared. (See [Figure 1. The MAP MEL Journey](#) for an overview of the tools and when they are to be used. Note that depending on the MEL plan for your team, not all of these tools are essential).

Introductory sections

Section 1: [Introduction](#)

- The first section in this Toolbox provides an overview of monitoring, evaluation and learning, key definitions, and notes about your role as a MAP MEL Researcher.

Section 2: [The MAP Medium Grant journey](#)

- This section describes the MAP Medium Grant journey and provides an overview of the seven key Outcome Areas

Section 3: [A guide to facilitation and documentation](#)

- This section provides tips on facilitation, documenting, storing and managing data and planning and preparation.

The tools

Section 4: [Tracking our progress along the MEL journey: Baseline and monitoring tools](#)

- This section has **three** tools that will help us track progress along the MEL Medium Grant journey. These tools help us to establish a baseline (to see where we are at the start) and track progress throughout the projects.

Section 5: [Reflecting on our progress: Evaluation tools](#)

- This section outlines **four** fun and creative tools that will help us to reflect on the project and the progress towards achieving the outcomes through the Medium Grant activities. You can pick and choose what works for you!

[The Annex](#)

- The Annex contains important information too! Each tool has a corresponding [documentation form](#) in Annex 1. [Consent forms](#) can be found in Annex 2.

Important Definitions

Peacebuilding

Peacebuilding is the process of realizing sustainable peace in a way that ensures justice, equality and harmony.ⁱ Peacebuilding efforts work to address root causes of violence and to reduce structural violence, emphasizing social justice, equality, economic development and access to basic services such as healthcare, education, and housing.

While **direct violence** is defined as conflict between people that harms them (such as physical brawls, bullying and violent attacks), **structural violence** is defined as the political and economic forces that cause suffering on individuals and populations, usually the most vulnerable people in society.ⁱⁱ

Social justice initiatives – including enhancing gender equality, youth participation, education, skill building and economic strengthening – can all be considered peacebuilding efforts.

Wellbeing

Wellbeing is when you feel good in your mind, body, spirit and heart. Everyone has different things that make them feel well. Feeling worthy, connected, hopeful, respected and safe are all important parts to feeling well (see [Tracking tool 2](#)). Some things that contribute to wellbeing are: supportive relationships with friends, family, and community; doing activities you enjoy; being creative; having access to natural spaces, culture, religion, health and social care; and having a role to play in your family or community.

Outcomes

Outcomes are the changes the project members wish to accomplish through a project. These changes can be at the individual level or group level (families, communities or institutions). Outcomes describe the effect that the project hopes to have on individuals or groups/communities. Well-defined outcomes are SMART:

S – Specific: *What exactly do you hope to accomplish?*

M – Measurable: *How will you measure this outcome? How much? How well?*

A – Achievable: *Is this doable? Do we have the necessary skills and resources to accomplish this?*

R – Relevant: *How does this outcome align with the broader MAP project? Why is the result important?*

T – Time-bound: *What is the time frame to accomplish this? Is it realistic?*

→ A note on **outputs**:

Outputs describe our project activity or are the immediate result of an activity. Sample outputs include the number of workshops conducted or the number of policy papers written.

Outcomes take this a step further and describe the added value of this output (i.e., how did this workshop impact or benefit participants? What was the impact of the policy paper?)



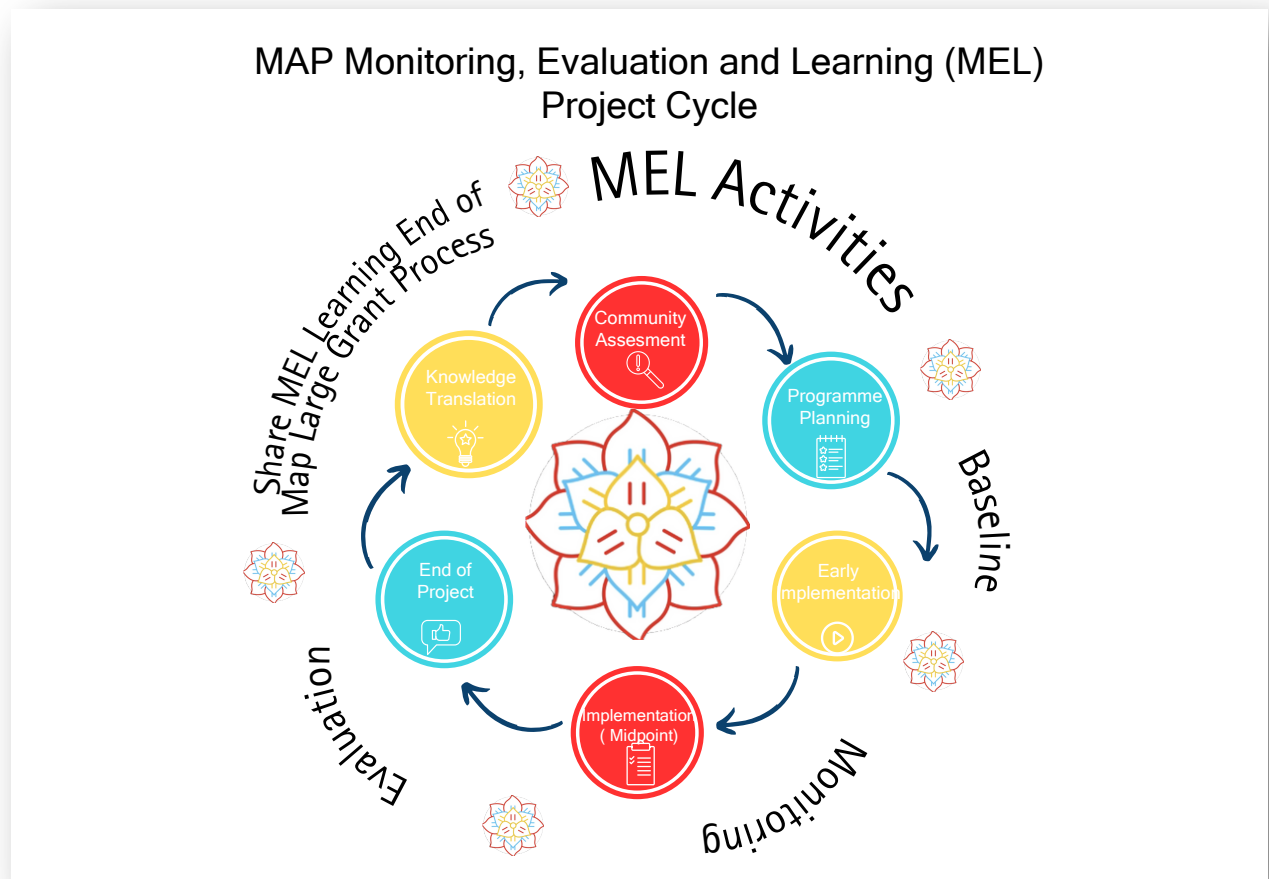



Figure 2. MAP Monitoring, Evaluation and Learning (MEL) Project Cycle

MEL = Monitoring, Evaluation and Learning

Monitoring, Evaluation and Learning activities help us to look at what works well and where we can improve in any programme or project. It helps us to learn from our experiences and continue to strengthen our programmes. It is important to set outcomes that you work towards as a team so that you can assess your progress towards these outcomes together.

- ★ **Monitoring:** Monitoring is when we keep learning about how a program is going by collecting information throughout.
- ★ **Evaluation:** Evaluation is when we spend more time assessing a project at a certain time. This might be at the middle of the project to assess the progress of the project toward meeting short- or medium-term outcomes. Or this might be at the end of the project, usually to assess medium- or long-term outcomes.
- ★ **Learning:** It is important to find ways to build learning from the monitoring and evaluation processes into the project – and into future projects!

Baseline



The baseline describes the starting point – the way things are at the start of the project. This gives us a point for comparison as we collect information in the middle and the end of the project. It helps us to see how we are doing (measure progress towards our outcomes).

For example, if our outcome is strengthening gender equality and increasing girls' participation in a project, the baseline would describe how many girls are participating at the beginning, what their participation is like (e.g., do they feel included? Do they have opportunities to share their ideas?) and perhaps some of the barriers that the group is facing to increasing this. If the project intends to strengthen Mental Health and Psychosocial Support (MHPSS), the baseline will describe the state of wellbeing or MHPSS of the group at the start of the project.

My role as a MEL Youth Researcher

What do I get to do as a MEL Youth Researcher?

As a MEL Youth Researcher, you are invited to attend the trainings and learn how to use the tools. You will work with your fellow MEL Youth Researchers, adult allies and Medium Grant leads to plan, facilitate and document the tools (using the schedule outlined in [section 2.2](#) as a guide). For these activities you will either be 'facilitator' or 'note-taker' (see below).

Each time you carry out a MEL tool with a group, you will be in a team of *at least* 2 people. You may also have 2-3 co-facilitators or 2-3 note-takers that work together. You can change roles during different sessions and work with your adult allies to see how they can best support you.

As a MEL Youth Researcher there are two important roles you will play:

Facilitator: The facilitator is a listener and guide. It is your role to help youth and other participants, to guide the group through the activities, to feel comfortable participating in all the activities and to listen. You will work to make sure all participants feel respected and included.

Note-taker: The note-taker collects and records detailed ideas from the group (through written notes, sometimes with the help of an audio recorder).

Other roles and opportunities:

- ★ You will be invited to participate in the Youth Advisory Board tools, co-facilitated with your friends from the University of Edinburgh and the University of Northampton.
- ★ You will have the opportunity to collaborate on developing and revising the tools and on developing creative and written outputs to share the learning from these initiatives!

☀ Facilitation Tip! Share feedback with your peers ☀

You will be leading with a team of facilitators and note-takers. At the end of each activity ask each other to provide constructive feedback to improve performance. Sit down with each other and reflect on what worked well and why.

Ask:

What worked well today? Why?

What can be improved?

Be honest and constructive in your feedback to ensure that you can help one another learn and grow.

For example:

“You used strong eye contact and nodded as you listened to participants, and they responded well – keep this up!”

“I noticed that during the activity, you turned your back to the participants a few times and spoke quietly. The participants began to fidget and talk to each other. Going forward you may consider facing the participants and ensuring your voice can be heard.”

Who is on my team?

Each country team will have 2-6 MEL Youth Leaders, depending on how many areas you work in. At least 2 of these will be members of the International Youth Advisory Board. Each MEL Youth Leader will take turns acting as facilitator and note-taker when conducting these tools.

You will also have **an adult ally**, or adult staff person, who will be there to support you along the way. You may also have others, like a psychosocial support worker or safeguarding focal point. Ask your adult ally to confirm which members are part of your team. Finally, you have friends from the research teams at the University of Edinburgh, University of Northampton and University of Lincoln supporting you along the way.

I am an adult ally; how can I support?

As an adult ally to the MEL Youth Researchers, you will attend the trainings, learn the tools and support the MEL Youth Researchers to plan, implement and document the tools with the Medium Grant projects. You will be an important point of contact for the young people, as they learn the tools and the MEL process and navigate coordination with the Medium Grant projects. The youth may ask for your support to coordinate a venue, purchase any refreshments or materials and/or help coordinate people to attend.

You will also have the opportunity to collaborate on contextualizing (making them right for your location) the tools, adding in energizers, and working with the young people to develop creative and written outputs to disseminate the learning from these initiatives.

2. The MAP Medium Grant journey



The aim of MAP:

MAP works with young people and community-based organizations in Kyrgyzstan, Rwanda, Indonesia and Nepal to explore:

- how people of all ages, genders and backgrounds meaningfully engage with the arts and contribute to peacebuilding processes, policymaking and curriculum.
- ways that politics, language, culture and religion can impact pathways to peace.

MAP Medium Grant outcomes

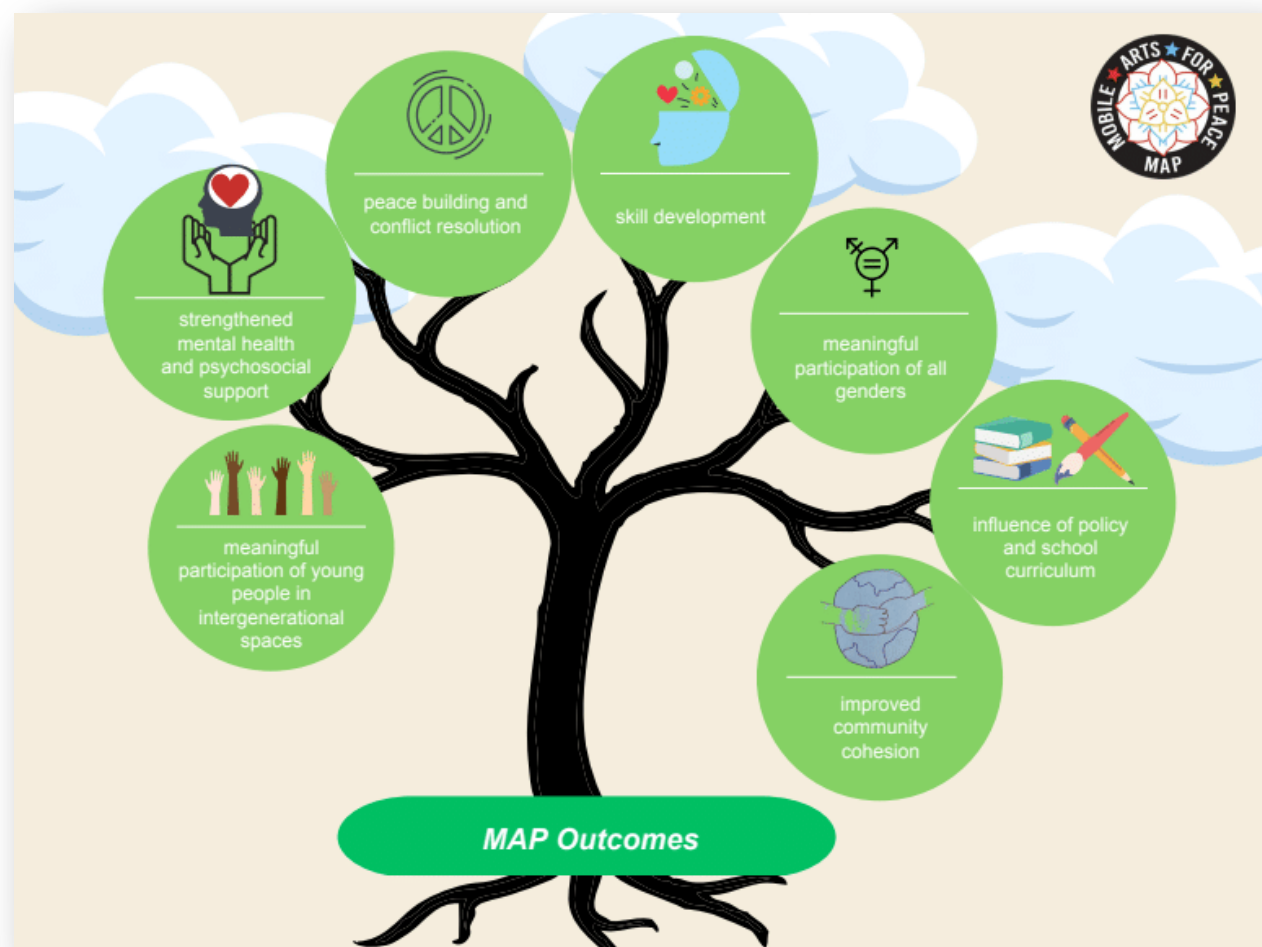


Figure 3. MAP Medium Grant Outcome areas

The tools in this Toolbox help us to map progress towards these outcomes!



→ Please carry out and document the tools that are starred:

- ★ [Tracking tool 1](#), and
- ★ [Reflect tool 1](#).

For all other tools, please work together as Youth MEL Researchers, Medium Grant holders, Large Grant holders and other adult supports to select the tools from the Toolbox that you wish to use for each project.

For all tools:

Gender: All genders can participate; where there are gender specific issues to explore, gender-based risks or it is socially required, consider inviting young people to break into gender groups.

Disability: All children and young people can participate in these activities. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g., drawing, verbally, through music, sign language, etc.) depending on the abilities of the children and young people in your groups.

Art modalities and adaptations: These tools serve as a guide. As long as you can complete the documentation forms and achieve the purpose of the tools at the appropriate times, you are free to be creative and adapt tools, varying your artistic medium! For example, you may choose to use modelling clay or develop a skit or dramatic performance in lieu of a written or drawn output.

As we go, keep in mind the **MAP research questions** too:

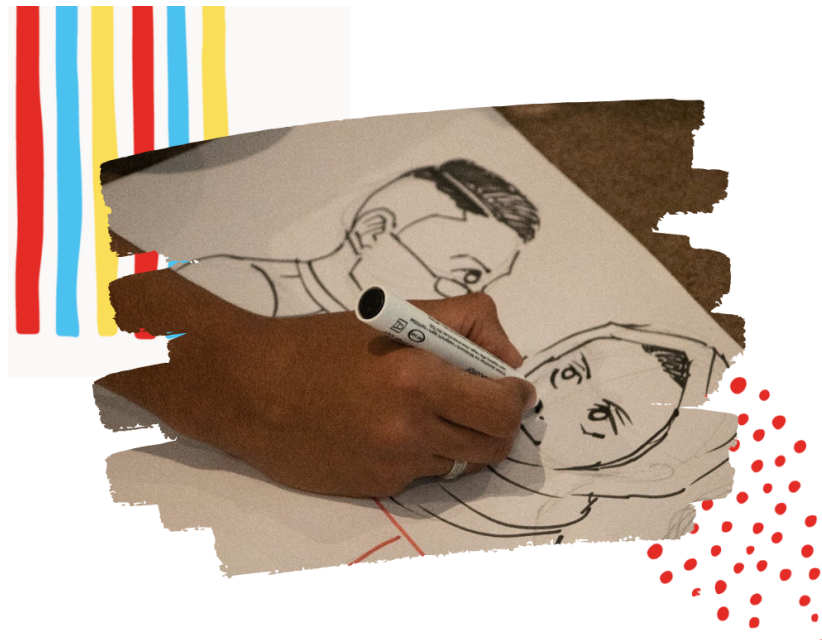
1. How can different art forms be used to co-design, deliver and evaluate peacebuilding curricula and other approaches for working with children and youth to address local conflict issues?

2. How might cultural forms be used for dialogue with and between children and youth, educators and policy makers to advance peacebuilding through a local and indigenous approach?

3. How might psychosocial support, including local healing practices, be better integrated within peacebuilding approaches by using the arts to promote the wellbeing of children and youth, especially those from marginalised groups?

4. How can cultural forms be incorporated into child- and youth-led participatory action research methodologies and adapted for the purposes of the design, undertaking and delivery of interdisciplinary projects in diverse social, political and cultural contexts?

5. How might these cultural forms be used to create alternative spaces and communication structures for peacebuilding approaches and curricula development to inform local, national and international approaches to peacebuilding?



3. A guide to facilitation and documentation



A short guide to facilitation

→ Note that 'participants' refers to the young people and adults that are participating in the MEL activities (not the MEL Youth Researchers or adult allies).

☀ Facilitation tips ☀

- ★ **Actively listen:** Take time and listen carefully to participants and their stories. Make sure you are fully listening and not just waiting to speak.
- ★ **Treat everyone with respect:** Sit with participants while they are doing activities, ask questions and learn how they see things and engage with their communities.
- ★ **Pay attention to body language:** Watch body language (e.g., fidgeting, being noisy or aggressive or being very shy or quiet). Look for clues about how youth are feeling during activities.
- ★ **Reflect on your own attitudes:** We all have ideas of how things are and why they are like that based on our life experiences and culture. Remember that your own experience will affect your understanding of others' stories.
- ★ **Be aware of power dynamics:** Be aware that by age, position, class, culture, religion or gender, you may be in a position of power, and this can impact how youth respond.
- ★ **Encourage critical thinking:** This is an opportunity for youth to think differently about their lives, raise questions and explore possibilities in a non-threatening way.
- ★ **Be comfortable with being uncomfortable:** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments.
- ★ **Learn from mistakes:** We all make mistakes. Try to think of mistakes as opportunities to learn and grow.
- ★ **Keep a journal with your reflections.** This is a helpful way to reflect on what went well and what didn't, what stands out to you, and how you feel. It is a good idea to journal soon after facilitating (see YAB Journal tool 1: Self-reflection journal).

How to ask good questions

- **Ask open-ended questions:** Open-ended questions do not have 'yes' or 'no' answers.
 - ✗ A closed-ended question would be *'Do girls have less opportunity for creative activities than boys?'*
 - ✓ An open-ended question would be *'How does girls' involvement in arts and creative activities differ from boys?'*

- **Avoid leading questions:** Leading questions contain the answer in the question and do not give youth a choice in their answer.
 - ✗ A leading question would be *'When you have free time, is playing sports more important to you than doing arts or creative activities?'*
 - ✓ A non-leading question would be *'What type of activities do you like to do in your spare time?'*
- **Reinforce that there is no right or wrong answer:** Encourage youth to express their opinions and feelings freely without judgment.
- **Use probing:** Probing is when you gently ask questions to learn more detail based upon your first question.
 - ✓ Helpful probes are *'Can you tell me more about that?'* *'Why do you feel that is?'* *'You mentioned you love the guitar, what about guitar do you love?'*
- **Use prompts and body language to encourage participants to continue:** Prompts are expressions or words that encourage a participant in their story. Nodding and eye contact can also be good ways to encourage participants to continue sharing, but each culture has different ways to show this.
 - ✓ 'Uh huh' or 'ok' or 'mmhmm' show that you are interested and actively listening and encourage a participant to keep going.
- **Avoid phrases that show your opinion:** Remember you are facilitating **without judgement**, so make sure your prompts are not things like 'correct' or 'well done', or 'that's an awful idea'
- **Use repetition:** By repeating a participant's last word or phrase you can reinforce that you are listening and encourage them to say more.
- **Avoid editing and expressing opinion:** Avoid adding comments or questions that show your thoughts or opinions on the subject.

Supporting diverse behaviours

- **Be inclusive:** Find ways to adjust your facilitation so that all youth present can participate. Pay specific attention to youth with diverse physical or mental abilities. Never force someone to participate. Inclusivity starts by making sure the space is accessible for everyone and everyone can implement the activities.
- **Be patient:** Show patience and empathy with youth.
- **Show respect:** Show respect for youth's perspectives, even if you disagree.
- **Provide youth with special opportunities:** If a youth is restless or acting out, give them a special job such as writing on the flipchart so that they feel recognized and valued.
- **Explore their concerns:** Give room for youth to voice their concerns, including about the project, as you could gain valuable information.

- *If a participant is resistant or unresponsive:* Allow them to sit in their own space and reflect. Create a comfortable space for them to feel that they can join the activity anytime. If it feels comfortable, ask them a couple questions about their lives or another topic to help them relax, then return to the activity.

☀ **Good facilitator/Bad facilitator: Practice for MEL Youth Researcher** ☀

To get a bit of practice and have fun, take turns acting out a skit of a “bad facilitator.”

1. Invite everyone to sit in a large circle. Have one young person perform a short skit acting as a bad facilitator (e.g., not listening, standing above youth participants).
2. Invite the other young people to shout “freeze” and take the place of the “bad facilitator” and transform into a “good facilitator.”
3. Continue the activity rotating between “bad” and “good” facilitation skills.
4. Ask them to have a discussion afterwards of what the “bad facilitator” could have done better. Invite them to reflect on why the “bad facilitator” may have acted this way. All young people can take a turn practicing both bad and good facilitation.

Documentation and managing data

During the project’s MEL activities, you will be gathering a lot of information that tells us how the MAP process is going and how well we are progressing towards MAP outcomes together. This information is called **data**. Data can be in verbal forms (i.e., what people say in a focus group or interview), written forms and creative forms (like artistic outputs, songs and photographs).

Data sources are the locations where the data is stored. This can be written (in your notes and the activity documentation forms) or in other visual forms like flipcharts, art or in video form. It is important to find safe ways to store and share this information and to make sure that participants’ personal information is kept private.

→ Please delete data off personal devices once it has been uploaded so that photos and audio recordings are not accessible on devices longer than necessary.

Flipcharts, artwork and other visual outputs (e.g., mural, river journey, flipchart, sculpture):

1. If possible, please write on the flipchart/artwork the location, date and group.
2. Please take a photo of the flipchart/artwork. Ensure that the lighting is good and that the entire output is centred in the photo.
3. Please work with your Medium Grant adult partner to upload a photo of the flipchart/artwork to your country team’s University of Lincoln shared drive in a MEL Folder. Name the file with: **country_location_group_activity_date**. (For example, Rwanda_Huye_Youth_Tracking Tool 3_280223).

4. If the artwork has writing in a language other than English, where possible ask your adult ally to write the English translation on the artwork so that it can be seen in the photo, or upload the translation as well.

Videos:

1. Please upload the video to your country team's University of Lincoln shared drive in a MEL Folder. Ask your adult ally for support.
2. Name the video file with **country_location_group_activity_date**. (For example, Rwanda_Huye_Girls10-13_Tracking Tool 1_280223).

Activity documentation forms

For most activities you will transfer your notes in the activity documentation forms, found in [Annex 1: Activity documentation forms](#). It is a good idea to print these and bring them with you to the activity to ensure you capture all essential information. You can also take notes separately and transfer the notes to the form when you return to your home or community-based office at the end of the day's activities.

Storing data

You can ask your adult ally to support you to upload all the documentation forms and other data to the country team MAP MEL Folder on the shared drive. It is important that your data is anonymized before putting it in the shared folder. To make something "anonymous" you can use pseudonyms (these are fake names) or numbers instead of people's names and remove any identifying details (e.g., where they live).

Tips for documentationⁱⁱⁱ

☀ Before activities ☀

Review the day's schedule and the activity objectives with your team (young people and adult allies). Discuss any modifications you might need to make. You will need to tailor your notes to the objectives of the day. Ensure you have the appropriate documentation forms with you (see [Annex](#)).

☀ During activities ☀

Take detailed and accurate notes in your notebook. Pay attention to what is important to the group.

How do I know what is important?

- **Record main points:** When a youth responds to a question, record the key points.
- **Record memorable words, phrases or quotes:** Record phrases and quotes that are really important that relate to the objectives of the activity and phrases used by youth.
- **Gather stories or examples:** Stories and examples provide insight into how your peers see their world.

- *Listen for recurring themes:* If more than one person says the same thing, be sure to note down how many times you heard it and to include any minor differences you heard. For example, if many youths tell you that spending time with friends while playing makes them feel well, record how many times you are hearing this and perhaps any differences related to the types of activities they like to do with their friends.
- *Repetition:* Note key words or phrases that are repeated.
- *Capture key questions asked.*
- *Note body language or verbal cues:* Actions or body positions may tell you something about what the participant is thinking/feeling. For example, if someone is not looking you in the eye or is hunched over, they may be feeling uncomfortable. It is important to know what cues exist in your own cultural setting.

Types of Note-taking

There are 3 types of note-taking that you can use in your notebook to help speed up the process:

1. **Running notes:** A close to word-for-word record of what is said.
2. **Jotting:** Notes of key words and phrases that will jog your memory when you write out the stories in full later. (Remember to read your notes each night and add further pieces if you are using this approach).
3. **Categories:** Include main points, related points and examples.

Remember that whatever type of notes you take in your notebook, you will still need to write in the activity documentation form in [Annex 1](#), so use the method that works best for you.

☀ **Important tip:** The sooner you write out your notes, the easier it will be to remember the details. It may feel hard to do it at the end of an activity, but it will be much easier than trying to do it in a few days. ☀

Ethics and working with groups on sensitive subjects

- ★ **Seek consent:** You need to ask all adults and youth participants for their consent to participate before you lead the activity. Please use the consent forms in [Annex 2: Consent forms](#).
- ★ **Ensure confidentiality:** Make it clear that you believe youth's privacy is extremely important. The research will be confidential; youth and adults' names will not be shared with anyone. It is important that the group respect one another's privacy and do not share what they have heard with others outside of the group. Tell the participants that although most things are confidential, if they tell you something or you suspect something is happening to them or another person that puts them at risk, then you will work with them to find someone who can provide support.

Working with groups on sensitive subjects

This project explores creative ways to work together to support peacebuilding processes and strengthen wellbeing. Whenever we are exploring wellbeing and peacebuilding, we also open up conversations about what does not contribute to this. We never want participants to feel that we are asking direct questions about their lives or asking them to share something they are not comfortable with.

☀ Here are some things facilitators can do to keep everyone safe and comfortable ☀

- Ask questions that use **general situations** and explore participant's understanding of common experiences in their communities. For example, what types of things make youth feel well in your community? Ensure that these are not related to a specific named person.
- Watch people's non-verbal cues and stop the discussion if a participant becomes upset.
- Sit with someone who is upset and provide compassionate listening.
- Work with your co-facilitator and the adult ally to follow up with a youth or adult who shows signs of distress during an activity.
- Remember to connect youth to additional support people, such as counsellors or psychosocial support workers. You may want to put the support workers' names on a flip chart paper in case youth want to self-refer or you may need to contact this person yourself and help connect them with a youth.
- Talk with your adult ally to make sure you have read and understand the MAP *Child Safeguarding Policy* and your responsibilities for keeping youth safe.
- You may want to lead activity "Umbrella" (p.38) from the MAP at Home Psychosocial Module that explores feelings of safety to start.

4. Tracking our progress along the way: Baseline and monitoring tools



Tracking tool 1: Outcome Vision Murals^{iv}

Purpose: To explore the group's vision for peacebuilding and achieving the desired MAP outcomes in their communities through MAP activities.

Art modalities: Mural, collage, painting, drawing, poetry, drama

Materials required: Newsprint or 6 sheets of flipchart paper, glue, scissors, and collage materials (e.g., magazines, newspapers, coloured paper, small leaves, flowers or other natural materials), markers

Suggested time: 1.5 hours

Who will do it? Young people and adults involved in the Medium Grant project:

- 10-20 young people
- A representative group of about 10 adults (i.e., Medium Grant leads; community members; teachers; youth workers; parents/carers and other adult allies)

When will you do it? At the start of the project

Part A: Visioning our outcomes

Process

Share with the group the main outcomes areas that all MAP Medium Grant groups are working toward:

Outcome Areas:

1. Strengthened **peacebuilding and conflict resolution**
2. Improved **community cohesion**
3. Strengthened **Mental Health and Psychosocial Support**
4. **Meaningful participation of young people of all genders** (girls, in particular) is strengthened. Improvement towards gender equity.
5. **Meaningful participation of young people** in **intergenerational** spaces and dialogues
6. Development of **skills**
7. Influence of **policy and school curriculum**

Ask the Medium Grant Lead to share the main 1-3 outcomes that this Medium Grant project is working toward.



Individual visioning

Invite all participants to stand together in a circle.

Invite all participants to close their eyes (if they feel comfortable doing so) and imagine or consider, in these Outcome Areas, what an ideal community in an ideal world would look like.

- ✓ For example with Outcome Area – meaningful youth participation of all genders – *I envision women leading the projects, girls able to freely participate in the projects and dream about their future.*

Ask the group:

“Now imagine arriving in this new ideal world. You are so excited by all you see and hear about. You take time to wander through the community”.

“Now think; what do you see? What do you hear? What are children saying and doing? What are adults – parents, teachers, community members, and policymakers – saying and doing? What is the experience of girls? Of boys? Of diverse genders? How are people interacting with one another? What does it feel like?”

After a few moments, invite participants to open their eyes.

Small group sharing – group of only young people and only adults

In groups of 4-5 people, participants will sit down and talk about what they see as the most important parts of the world they saw in their visions. For this exercise *groups will be only young people and only adults.*

Large group sharing - intergenerational

Invite groups to come back to the circle and ask each group, one by one, to share back some of the experiences and key ideas in the intergenerational group.

Plenary discussion

Use the following questions as a guide:

1. How did your imagined world make you feel?
2. What were the most important parts of your visions?
3. What actions can you take to achieve them?
4. How can we work with others to achieve this vision? What is the role of parents, teachers, community members (artists, leaders, etc.), and policymakers?

Part B: Intergenerational mural making



→ Note: This will be done as one large group – young people working with adults. Depending on group size and power dynamics (ask yourself – will young people feel comfortable expressing themselves freely?), you may want to create separate murals for young people and adults.

→ Note: Your group may also choose a different art modality, such as poetry or drama.

If your group creates separate murals, before working on the 'key actions' table, groups can present their murals to the larger group.

Process

Create a large paper for your mural by using newsprint or by taping together several sheets of flipchart paper.

Hand out materials: magazines, coloured markers, paper, scissors, glue, and other natural materials.

Explain that they will have 20-30 minutes to create a map of their imaginary world where their hoped-for outcomes are realized through the MAP project. They can make a collage, draw, or paint their ideas. Participants can add text around their images to explain what is going on if they wish.

Once finished, bring the group back together to a large group, sitting in a circle.

Ask the group to talk about the key actions needed to make parts of their vision a reality. What roles can children and youth take? Different genders take? Adults (parents/carers, teachers, artists, youth workers, service providers, policymakers)? How? Prepare a flipchart (as below) and record their ideas. Make sure to record these on the *documentation form* as well.

Key Actions	Who is responsible?	How?

Part C: Progress markers toward our outcomes

Ask the full group to consider their hoped-for outcome(s) and reflect on the steps needed to get there.

Next, put up a flipchart entitled 'CHANGES WE WANT TO SEE' with the following 3 headings:

Timeline (adjust according to you project):

- Short-term changes (i.e., in the first 3 months)
- Medium-term changes (i.e., in the first 6 months)
- Long-term changes (i.e., in the first 12 months)

Ask the group to think of concrete changes that they'd like to see in these time periods and write these down.

Make sure to record these on the *documentation form* as well.

'Changes we want to see' example

Outcome areas: gender, skill development

Changes we want to see	Short-term changes	Medium-term changes	Long-term changes
Timeline (adjust according to you project)	(in the first 3 months)	(in the first 6 months)	(in the first year and beyond)
Changes (be descriptive as possible, including specific stakeholder groups and target numbers where possible)	20 new girls sign up for our activity	Girls learn new arts skills and start applying them in their community	Girls gain confidence and a sense of self-belief

Tracking tool 2: Wellbeing Thermometer^v

Purpose: To contextualize the five Wellbeing Pillars to the local context and to understand the steps young people are taking to support their wellbeing and create positive change in their communities.

Art modalities: Writing, drawing, with performing arts including singing, dancing or theatre

Materials: Flipchart papers, sticky notes, pens, markers

Time recommended: 1.5 hours

Who will do it? Young people involved in the Medium Grant project

When will you do it? This tool should be carried out three times:

- At the start of the project (with [Tracking tool 1](#))
- In the middle of the project (with [Tracking tool 3](#))
- At the end of the project (with [Evaluation tools](#))

Part A. Wellbeing free listing

Process

Explain that we are looking at the Five Pillars of Wellbeing (see box).

Five Pillars of Wellbeing

*Pillar 1: **Feeling safe:*** Feeling safe both physically and emotionally.

*Pillar 2: **Feeling connected:*** Feeling connected to supportive people and groups in your community.

*Pillar 3: **Feeling worthy:*** Feeling worthy, and with roles, responsibilities and identities that reflect who we are, where we come from and what we do, or we would like to do.

*Pillar 4: **Feeling respected:*** Feeling respected, with the ability to address injustice in our lives and access to our rights.

*Pillar 5: **Feeling hopeful:*** Feeling hopeful about the future with a zest for life.



Figure 5. The 5 Pillars of Wellbeing

Hang up 5 sheets of flipchart paper and write the name of one pillar on each paper.

Safe	Connected	Worthy	Respected	Hopeful
------	-----------	--------	-----------	---------

Hand out 4-6 sticky notes and pens or markers to each youth. Ask them to consider the 5 words on the wall. Going through each, one by one, ask youth:

“What do you think of this concept? What is most important about this to you? What is one word or phrase that comes to mind when you think of this pillar?”

Invite them to write or draw a word or phrase – any that come to mind! – on a sticky note and then stick it to the corresponding flipchart. Continue to do this for each of the 5 pillars, with at least one on each flipchart.

Once everyone has placed their sticky notes on the flipcharts, read out loud, summarizing the words on the flipchart (or have a volunteer do this).

Use the following questions as a guide:

1. What ideas stand out to you from these responses?
2. How do the arts and creativity impact wellbeing?
3. How does wellbeing relate to peacebuilding?
4. What actions can we take to strengthen our wellbeing?

Part B. Wellbeing Thermometer

Process

Draw a thermometer on a flipchart with a 1 (low) on the bottom and a 10 (high) on the top. This is for youth to visualize.

Explain to the youth that they will be measuring how they currently feel about each pillar.

→ Please note: if you do not think youth will feel comfortable thinking about this on a personal level and/or you think it may be triggering or cause harm, you can ask them to think about their peers or other youth in their community. Please ensure you have appropriate supports and referral mechanisms in place – see ethics – prior to facilitating this activity.

Invite them to look at the thermometer and to consider the first pillar (feeling safe). Invite each youth to think quietly for a minute and then write the number that corresponds to how they currently feel in relation to the pillar (1 – low, not so well; 10 – high, very well). Once they have finished, they can hand the sticky note to the facilitator.

Once the facilitator has all the sticky notes, they place them on the thermometer on the wall so that the group can visualize this pillar of wellbeing. This should be done in a way to ensure that the group does not know who the sticky notes were written by.

Record the results in your documentation form, then remove the sticky notes.

Repeat this with pillars 2, 3, 4 and 5. Briefly describe the pillar, invite youth to consider how they currently feel, write their number and drop it in the box. *Remember to record the results each time in the documentation form. Be sure to record the numbers in each of the boxes separately.*

Come together in a circle to close with a final discussion. Ask:

1. How has MAP contributed to wellbeing and peacebuilding in the lives of young people and your community? Please provide specific examples.

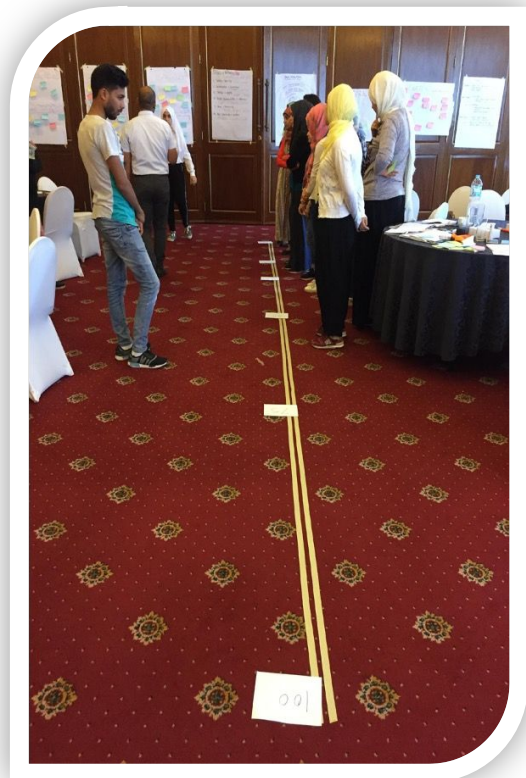
If you are at the mid-point or end-point of your project, ask:

2. What pillar had the most significant improvement? How do you think this was accomplished?
3. What else could have been done to improve wellbeing?

Please include these responses in the [documentation form](#) – Tracking tool 2: Wellbeing Thermometer.

→ **Note: this needs to be completed each time you carry out this tool!**

Explain to the youth that we will be using this tool at the beginning, the middle and again at the end of the project in order to see if by working together we were able to make improvements in wellbeing.



Alternative options: feel free to be creative and try these alternatives or think of your own!

Buckets and objects. You can hand each child 10 small objects (e.g., stones, Legos, buttons). The child can then choose how many to put in each pot. For example, if they rate 7 for safety, they will put 7 stones into a bucket under the safety pillar.

'Living thermometer'. Use tape to make 10 markings, one foot apart from each other, on the floor and number them 1 through 10. Invite the youth to stand on the marking of the thermometer that represents their response. For example, if they rate 6 for connection, they stand on the '6' marking.

Movement activity. After conducting this tool, please carry out an activity (from other MAP resources) to help young people process their thoughts and emotions. Here is one activity:

Human sculptures

1. Invite participants to find a partner. Ask partners to be number 1 and number 2.
2. Invite participant number 1 to mould (move) participant number 2's body into how participant number 1 is feeling. For example, if they are feeling sad, you might have a frowning face and head down. Finally, invite all the pairs to look around the room.
→ Note: in some cultures and communities it is not okay to touch another person of the same or different gender. In this context, ask your partner to move their body in the way that you feel.
3. Now, switch roles! Invite participant number 2 to mould participant number 1 into how they are feeling. Invite all pairs to look around the room.
4. Close the activity by stating that sometimes these types of activities make us feel happy and relieved and sometimes they make us feel bad and sad. It's okay to have all emotions and reflect on how we feel.
→ Note: if anyone is feeling bad or sad and wants to come talk, invite them to speak with your safeguarding focal point (who will have phone numbers of counsellors and support ready).

Tracking tool 3: Tracking our Journey Collage^{vi}

Purpose: Support youth to measure the progress of their journey together.

Art modalities: Collage, painting, drawing

Materials: Collage materials: paper (small or large/flipchart), paints, markers, magazines, photos; [documentation form](#) for Tracking tool 1: Outcome Vision Murals

Time recommended: 30-45 minutes

Who will do it? Ideally the same group as [Tracking tool 1](#) (young people and adults) or 10-20 young people

When will you do it? At the middle of the project. If you have enough time, you can do it the same day as [Tracking tool 2](#): Wellbeing Thermometer (do this tool second).

Process

In this activity you will think about the progress on the journey towards your outcomes and present these in an artistic way.

Thinking about the group activities from the past month, and your progress markers (see [documentation form](#) for Tracking Tool 1). Ask yourselves:

1. “What have been the most significant changes for each of the outcomes?” (e.g., LIST when confirmed)
2. “What changes do I see in our wellbeing as a group?”

Distribute the art materials among the group or set them up in a central place.

As a group, create a one-page collage highlighting the progress achieved in the past month or any significant changes you have seen or experienced – these can be big or small. This can be done on a small letter size page. If a larger flipchart paper works better for your group, that’s fine too. Be creative!

☀ Your collage can include any of these, or your own ideas ☀

- ★ Photos – print photos of your group activities
- ★ Clippings from magazines/other materials
- ★ Drawings or paintings
- ★ Write a poem, song or story to go with your collage

Write down in the activity documentation form ([Annex 1](#)) what the most significant changes since the start of the project are and why, and any other notes you’d like to include.

5. Reflecting on our progress: Evaluation tools



These tools are to be completed at the end of the project. This can be at the very end or in the last few months of the project, depending on your timeline.

It is recommended that every MAP Medium Grant carries out 3 or 4 tools for the evaluation at the end of the project.

1. [Reflect tool 1: River Journey](#) (Step A – Reflecting on our journey and Step B – Reviewing our progress markers)
2. [Tracking tool 2: Wellbeing Thermometer](#)
- 3-4. You may select **1-2 additional tools** from this section.

Remember, the goal of this is:

- ★ To reflect on how the project has impacted our own wellbeing
- ★ To reflect on our progress towards our outcomes
- ★ To learn from our journey

Why is this important? What will we do with this? After we have gathered this information, we will share it! Our goals are:

- ★ To share our learning with the wider MAP community so that we can learn from one another and to help with future planning of activities
- ★ To share our learning more broadly through dissemination activities
- ★ To use the information for reporting and hopefully to secure further funding

Reflect tool 1: River Journey^{vii}

Purpose: To explore the most significant changes that have taken place over your MAP Journey and to reflect on our progress towards our progress markers.

Art modality: Drawing or painting

Materials: Flipchart paper (4-5 pasted together), paints/crayons/other colours, documentation forms ([Documentation form](#) – Tracking tool 1: Outcome Vision Murals and [Documentation form](#) – Reflect tool 1: River Journey)

Time recommended: 60 minutes (90 minutes if doing additional drama activity)

Who will do it? Youth participants and adult allies (if possible, the same group that did [Tracking tool 1: Outcome Vision Murals](#))

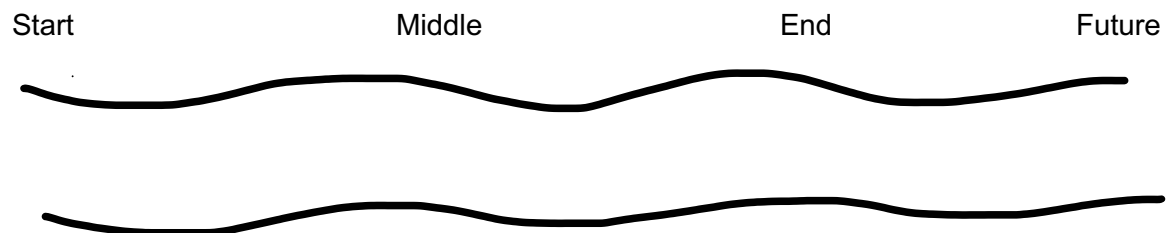
When will you do it? The MEL Youth Researchers will lead this activity at the end of the MAP project.



Process

Step A: Reflecting on our journey

Place a long piece of paper on the floor or wall, and write start of project, middle of project, end of project, and future in intervals across the top.



Ask participants to close their eyes. Guide them to vision their journey, saying:

“Envision a beautiful river, flowing from the start (their first day joining MAP) to the middle (halfway through the project), to today (end of project) and into their future (What do they hope will happen next?).” Remind them of the **outcomes** that you have been working toward together.

“What were your lives like at the start? In the middle? Toward the end? Now that you have finished MAP and are looking into the future?”

“Now, think about the outcomes that we have been working toward. (Describe these for your project). What are some of the most important changes that have occurred between each of these time periods (start, middle, end, future)?”

→ Note: These changes can be personal, in MAP groups (youth, adult or intergenerational), or in the community.

Ask participants to draw a river on the page (2 lines) and together write and draw on the river their individual stories. They can draw pictures and add words and stories to the page. They may also include significant activities/events that led to the changes.

Once complete, ask participants to draw or write any significant ‘stories’ that reflect the changes that they experienced as a result of MAP.

“What activities and events were significant to you/led to these changes? Please draw or write these on the river (or on separate paper if more space is required).”

Lead a discussion using the following questions as a guide. Please record your notes in the documentation form.

1. What were the most significant changes that were revealed in your river journey?
2. Why are these significant? How do they impact the group’s journey towards the outcomes?
3. Were the changes experienced by the majority of participants? Please explain.
4. What have you learned that you will take forward into future activities you plan, and into your lives?

Optional Drama Addition: If you have time (90 minutes recommended), invite participants to work together in small groups to develop a 3–5-minute theatre skit sharing one of their most significant change stories. You can video and/or take notes about the significant changes described. Afterwards, allow the group the opportunity to share about this story and open it up to the group for questions. Please take notes and add these to the documentation form.

Step B: Reviewing our progress markers

Please now review the progress markers from tracking. Referring to your group reflections, think through your progress to date.

Please write down the key changes on each progress marker on your [documentation form](#) – Reflect tool 1: River Journey (**Annex 1**).

Reflect tool 2: Artistic Reflection^{viii}

Purpose: To provide an opportunity for participants to share an artistic response as they reflect on the MAP Medium Grants journey.

Art modalities: Poem, song, drawing, video, drama or image

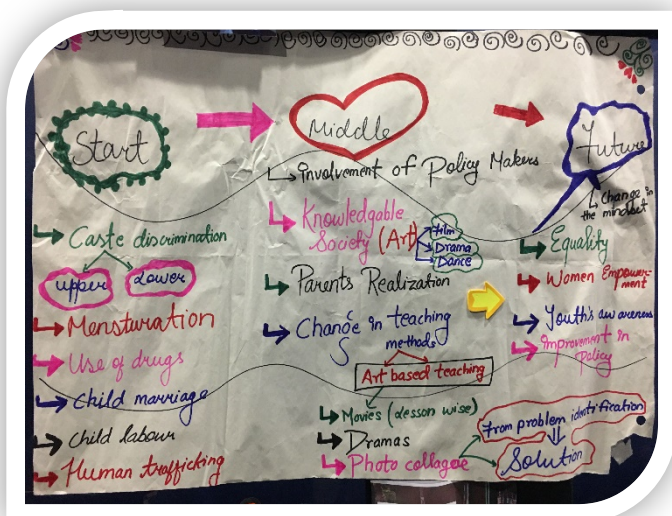
Materials: Flipchart paper (4-5 pasted together), paints/crayons/other colours

Time recommended: 60 minutes

Who will do it? Youth participants and adult allies

When will you do it? The MEL Youth Researchers will lead this activity at the end of the MAP project.

Process



Review the project outcomes and progress markers with the participants. Invite participants to reflect on their journey with MAP.

Options:

- This activity may be done as individuals or in groups.
- You may share the instructions in advance in order to save preparation time during the session or carry this out in two sessions (1- preparation and 2- sharing/presenting)

Instruct participants to create a poem, drawing, song, image, frozen image, drama or movement that relates to how they have

experienced the MAP Medium Grant project.

Invite them to reflect on this statement and to respond using any art modality that they'd like:

"Reflecting on the MAP outcomes, which outcome do you feel is the most important? Why?"

If participants have not created an artistic response in advance of the session, you may provide them time during the session to prepare their creative response (suggested time: 30-40 minutes).

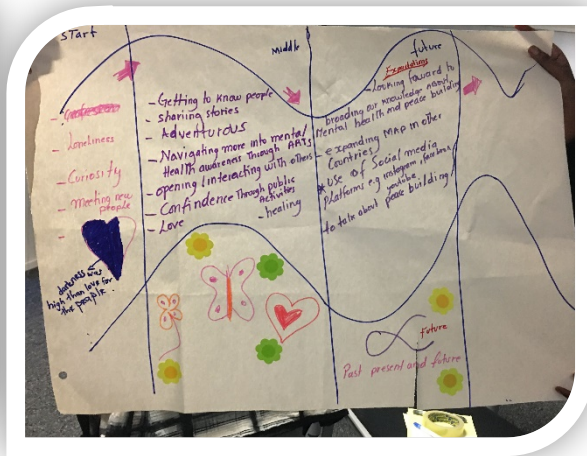
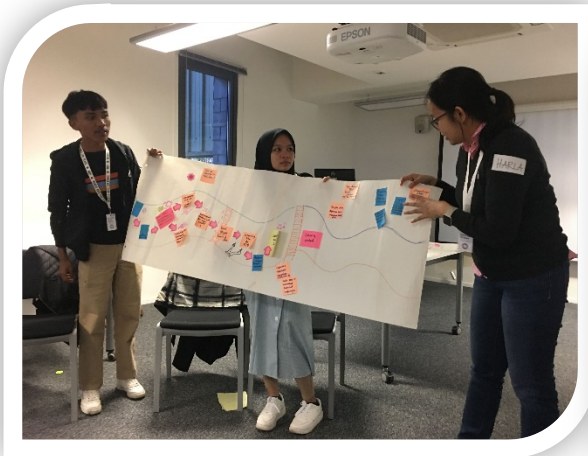
Another option is to invite participants to create a frozen image or movement to express a key moment, feeling or observation from the MAP Medium Grant.

Once the artistic reflections are prepared, invite participants to share these one by one with the group.

Questions:

1. What were some of the main feelings that were experienced across participants?
2. What MAP outcomes resonated most with the group? Why do you think this is?
3. What were the primary 'gifts' (i.e., skills or ideas) you have brought to move towards MAP outcomes? Or, what are the ways that you have contributed to MAP?

Please include your notes in [documentation form](#) - Reflect tool 2: Artistic Reflection.



Reflect Tool 3. Traveling Opinions^{ix}

Purpose: To explore young people's perspectives on the impacts of MAP and to evaluate the effectiveness of MAP Medium Grants towards achieving the outcomes.

Art modalities: Poem, song, drawing, video, drama or image

Materials: Paper and tape to mark stations (optional), balls (optional), documentation forms ([Documentation form](#) – Tracking tool 1: Outcome Vision Mapping, [Documentation form](#) - Reflect Tool 3: Traveling Opinions)

Time recommended: 60 minutes

Who will do it? Youth participants

When will you do it? The MEL Youth Researchers will lead this activity at the end of the MAP project.

Process

Preparation: Set up stations around room or outdoor space. Papers can be taped up with the words: *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*.

Review the statements below and add a few specific details to your programme and group to reflect your programme outcomes (see results table below for example):

- *Outcome:* Increased social cohesion between young people from host and refugee communities.
- ✓ *Statement:* 'The arts help me to make friends from other communities'

Method: Call young people to the centre of the space and explain to them that they will hear a statement and need to decide if they strongly agree, agree, neutral, disagree or strongly disagree with the statement. Each time a statement is called, they will physically move to this corresponding space and will be invited to use different movements to arrive at their 'station' of choice: walk, swim, flow, crab walk, jump, dribble, etc.

→ Note: young people may simply walk to the stations if they prefer or choose their own movement.

When you are ready to begin, read out loud the first statement and the movement they will do. Young people decide which station to go to and then go to that station using the appropriate means (walk, run, swim, etc.)

Count and record the number of girls and boys at each station. Ask the young people why they chose the responses that they did using probes (e.g., "for those of you who 'agreed', why did you choose this?")

Call the youth back to the centre and repeat steps 2 and 3 with the remaining statements.

Write the number of young people at each station and discussion notes in the [documentation form](#) - Reflect tool 3: Traveling Opinions.

Statements (you can choose which ones to use):

Area	Statement
General	MAP has had positive impacts on the lives of young people. MAP has had positive impacts on young people's families. MAP has had positive impacts on my community.
Peacebuilding and community cohesion	Engaging in the arts has helped me to make friends with people from diverse backgrounds in MAP. MAP has helped to tackle issues that cause conflict in my community.
Mental Health and wellbeing	MAP has had a positive impact on young people's overall wellbeing.
Meaningful participation - Gender	Girls and boys have equal opportunities in MAP activities. Opportunities for girls have improved through MAP.
Meaningful participation - Intergenerational	MAP has helped young people to engage more meaningfully with adults.
Skill development	I have developed new skills through MAP.
Policy and curriculum	Decision makers have made improvements for the lives of young people after participating in MAP activities. (as applicable)
Program specific statements	<i>(Each group to fill in)</i>

Reflect tool 4: Proverb Dramas^x

Purpose: To reflect on key learnings from the MAP Medium Grants journey.

Art modalities: Proverbs, drama, poetry

Materials: Flipchart paper (4-5 pasted together), flipchart marker, [Documentation form](#) – Reflect tool 4: Proverb Dramas


Time recommended: 60 minutes

Who will do it? Youth participants

When will you do it? The MEL Youth Researchers will lead this activity at the end of the MAP project.

Process

Introduction: Proverbs are an art form and communication form to communicate a piece of 'truth' or advice or give a lesson. Almost every culture has their own proverbs. Start with a discussion about proverbs. Ask participants where they learned them (as a child? At home? In school?) and how they are used.



As a large group, ask the young people to brainstorm proverbs that they know. Write these down on a flipchart. You may write down the literal proverb (word for word), and if you'd like you can add a note on what they interpret the proverb to mean.

Now ask the young people to form groups of 3-4 people.

Ask each group to choose a proverb and to prepare and perform a drama illustrating the 'moral lesson' of one of the proverbs. Give groups 15-20 minutes to prepare their drama.

Everyone meets together again and takes turns acting in the drama. Take a video of the dramas, if possible. The larger group then guesses which proverb they are acting out.

Finally, talk about the lessons from the proverbs. Encourage everyone to be open and honest.

1. What do you think of these 'lessons'? What attitudes, beliefs and practices do they demonstrate? Do the 'lessons' support your outcomes?
2. What attitudes, beliefs and practices have been supportive of the outcomes of our project? How have you built on these through MAP? What more can we do to build on these?
3. What attitudes, beliefs and practices provide potential barriers to reaching our outcomes? How have you worked through MAP to overcome these barriers? What more can you do to overcome these barriers?

→ Note: This activity provides the MAP MEL Researcher insight into family values, community values and the cultural knowledge of young people. It also sheds light on their opinions and positioning on the issues that they are facing. It provides an opportunity to reflect on how the activities they have done during MAP have supported their wellbeing and progress towards their outcomes, and what barriers they have faced.



- ⁱ Early Childhood Peace Consortium. 2023. What is Peacebuilding? Available [here](#).
- ⁱⁱ Farmer (2003). Pathologies of Power: Health, Human Rights, and the New War on the Poor. Berkeley: University of California Press.
- ⁱⁱⁱ Adapted from: Vanessa Currie, Laura M. Lee, Laura Wright (IICRD) 2019. [YouCreate Art-kit: Participatory Action Research for young change makers](#). Terre des hommes
- ^{iv} Adapted from the following with input from the MAP Youth Advisory Board: Vanessa Currie, Laura M. Lee, Laura Wright (IICRD) 2019. [YouCreate Art-kit: Participatory Action Research for young change makers](#). Terre des hommes
- ^v Adapted from the following two guides, with input from the MAP Youth Advisory Board: Vanessa Currie, Laura M. Lee, Laura Wright (IICRD) 2019. [YouCreate Art-kit: Participatory Action Research for young change makers](#). Terre des hommes ; and 'Mood Thermometer' (p.62) - Ananda Breed and Chaste Uwhoreye, (2021). **Mobile Arts for Peace (MAP) – Psychosocial Module**. University of Lincoln.
- ^{vi} Adapted from: Vanessa Currie, Laura M. Lee, Laura Wright (IICRD) 2019. [YouCreate Art-kit: Participatory Action Research for young change makers](#). Terre des hommes
- ^{vii} Adapted from: Vanessa Currie, Laura M. Lee, Laura Wright (IICRD) 2019. [YouCreate Art-kit: Participatory Action Research for young change makers](#). Terre des hommes
- ^{viii} This tool was adapted from the 'Artistic Response' activity (p. 60): Ananda Breed and Chaste Uwhoreye, (2021). **Mobile Arts for Peace (MAP) – Psychosocial Module**. University of Lincoln.
- ^{ix} The tool was originally developed by Right to Play Lebanon and adapted by the Institute for Child Rights and Development (IICRD) in: Laura M. Lee, Philip Cook (IICRD) 2017. **Sport for Protection of Forcibly Displaced Youth**, For: Terre des hommes, The United Nations High Commissioner for Refugees, International Olympic Committee
- ^x This tool was developed by [Laura Lee](#) and adapted for this project.



Annex 1: Activity documentation forms



Documentation Form - Tracking Tool 1: Outcome Vision Murals

Group:	Number of participants: (M/ages)
Location:	Number of participants: (F/ages)
Date:	Facilitator's name(s):

Part A: Visioning our Outcomes

What are the Main Outcome Areas we are working toward through our Medium Grant?

Outcome Areas:

- Peacebuilding and conflict resolution
- Community Cohesion
- MHPSS
- Meaningful youth participation – gender
- Meaningful youth participation – intergenerational
- Skills development
- Policy and curriculum influence

Outcome Area 1:	
Outcome Area 2: (if applicable)	
Outcome Area 3: (if applicable)	

Key points from the group discussion:



Part B: Mural Making

Key actions needed to make our outcome visions a reality:

Key Actions	Who is responsible? (Children, adults, etc.)	How?

Part C: Progress Markers toward our Outcomes

Changes we'd like to see

Changes we'd like to see	Short-term changes (i.e., in the first 3 months)	Medium-term changes (i.e., in the first 6 months)	Long-term changes (i.e., in the first year and beyond)
Timeline (adjust according to you project)			
Changes (be descriptive as possible, including specific stakeholder groups and target numbers where possible)			

Documentation Form – Tracking Tool 2: Wellbeing Thermometer

Group:	Number of participants: (M/ages)
Location:	Number of participants: (F/ages)
(please include dates below in table)	Facilitator's name(s):

	Ranking (1 – low, 10 – high)					Comments and Notes
Ranking	Pillar 1: Safety	Pillar 2: Connected	Pillar 3: Worthy	Pillar 4: Respected	Pillar 5: Hopeful	
Project Start, Date: _____						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Middle of Project, Date: _____						
1						
2						
3						
4						



5						
6						
7						
8						
9						
10						

End of Project, Date: _____

1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Discussion questions: Start of the Project

What pillar had the most significant improvement? How do you think this was accomplished?

How do you feel further progress may have been made?

How has MAP contributed to wellbeing and peacebuilding in the lives of young people and your community?





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Discussion questions: Middle of the Project

What pillar had the most significant improvement? How do you think this was accomplished?
How do you feel further progress may have been made?
How has MAP contributed to wellbeing and peacebuilding in the lives of young people and your community?

Discussion questions: End of the Project

What pillar had the most significant improvement? How do you think this was accomplished?
How do you feel further progress may have been made?
How has MAP contributed to wellbeing and peacebuilding in the lives of young people and your community?





Documentation Form – Tracking Tool 3: Tracking our Journey Collage

Group:	Number of participants: (M/ages)
Location:	Number of participants: (F/ages)
Date:	Facilitator's name(s):

What are the most significant changes since the start of the project? Why is this significant?

What other changes have occurred? Or any other notes you'd like to include:



Documentation Form – Reflect Tool 1: River Journey

Please also remember to take a photo of your river journey!


Group:	Number of participants: (M/ages)
Location:	Number of participants: (F/ages)
Date:	Facilitator's name(s):

What were the most significant changes that were revealed in your River Journey?

Why are these significant? How do they impact the group's journey towards the outcomes?

Were the changes experienced by the majority of participants? Please explain.

What have you learned that you will take forward into:



a) Future activities you plan?

b) Into your lives?

Step B: Reviewing our Progress Markers:

Please refer to your **Documentation Form – Tracking Tool 1: Part C (Progress Markers towards our Outcomes)** and reflect on the short-, medium- and long-term changes you hoped to see.

Now write these progress markers below and reflect on any changes that have taken place. Note if each one has changed (positive or negative changes):

Progress Markers (please copy these from Documentation Form – Tracking Tool 1)	Reflection on Changes at the end of MAP Medium Grant projects (positive/negative)
Short-term changes	
Medium-term changes	
Long-term changes	



Documentation Form – Reflect Tool 2: Artistic Response

Group:	Number of participants: (M/ages)
Location:	Number of participants: (F/ages)
Date:	Facilitator's name(s):

Art modalities used by participants:

Please take a photo of any visual art pieces and a video wherever possible.

1. What were some of the primary feelings that were experienced across the project?

2. What MAP outcomes resonated most with the group? Why do you think this is?

3. What were the primary 'gifts' that you provided MAP?

Documentation Form – Reflect Tool 3: Traveling Opinions

Group:	Number of participants: (M/ages)
Location:	Number of participants: (F/ages)
Date:	Facilitator's name(s):

Key: Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

Statement	SA	A	N	D	SD	Comments
I.e. MAP has had positive impacts on my community	3M 10F	1F	7M 1F			My community respects each other more (F 12) People from different nationalities working together as one team. This is how we can make improvements in the community (M 15)



Documentation Form – Reflect Tool 4: Proverb Dramas

Group:	Number of participants: (M/ages)
Location:	Number of participants: (F/ages)
Date:	Facilitator's name(s):

Proverbs: (please write the list of proverbs in your group brainstorm

What do you think of these lessons? Do the 'lessons' support your outcomes?

What cultural practices and views have been supportive of the outcomes of our project? How have you built on these through MAP? What more can we do to build on these?

What cultural practices and views provide barriers to reaching our outcomes? How have you worked through MAP to overcome these barriers? What more can you do to overcome these barriers?

Annex 2: Consent Forms



Consent form for MEL Toolbox Activities for Youth and Adult Participants

(page 1/1)

	Please tick	
	Yes	No
The Monitoring, Evaluation and Learning has been explained to me and I have had any questions answered.		
I understand that my participation is entirely voluntary.		
I understand that I can change my mind and stop taking part at any time, and that I don't have to participate in any activities or answer any questions that I don't want to.		
I also understand that I can change my mind about being part of the project after the workshop by notifying the research team.		
I understand that people will read about the things I say but they will not know that I said them as my name and personal information will not be included.		
I understand that the results of this study might be published in the final report, research summaries, academic journal articles, or other creative outputs (e.g. blogs, infographics).		
I agree to be recorded during the activities. I understand that these recordings will not be shared.		
I agree for my ideas and art pieces to be photographed.		
I agree to be filmed.		
I understand that I can ask not to be photographed or filmed during an activity. I understand that the photos and videos will be used in presentations and information about the project, in print and online but my name will not be used. I understand that if I change my mind after photos have already been shared online then the research team will do its best to withdraw these pictures but cannot confirm that all traces of these images can be deleted.		
I understand that if I have any concerns I can talk with one of the project team anytime, even after the project has finished.		
I understand that the notes and recordings will be kept in a secure place. Personal data (name, contact details and audio files) will be destroyed at the end of the project (April 2024). All other data will be kept securely for 25 years.		

Signature and age of person giving consent (*the participant*) and **date**

Signature of person obtaining consent (*the researcher*) and **date**

Thank you for taking the time to support this research. If you have any questions, please feel free to email the University of Edinburgh researchers Laura Wright laura.wright@ed.ac.uk and Laura Lee leelauramay@gmail.com.

MAP MEL Toolbox Consent form for Caregivers

(p. 1/2)

	Please tick	
	Yes	No
The research has been explained to me and I have had any questions answered.		
I understand that my child's participation is entirely voluntary.		
I understand that I can change my mind and ask for my child to stop taking part with their consent at any time, and that they don't have to participate in any activities or answer any questions that they don't want to.		
I also understand that I can change my mind about my child being part of the project after the workshop by notifying the research team.		
I understand that the results of this study might be published in the final report, research summaries, academic journal articles, or other creative outputs (e.g. blogs, infographics, stories).		
I understand that people will read about the things my child says but they will not know that my child said them (my child's name will not be included)		
I agree that my child can be recorded during the workshop. I understand that these recordings will not be shared.		
I agree for my child to be photographed.		
I agree for my child to be filmed.		
I agree for my child to be recorded during Zoom workshops and performances.		
I understand that my child can ask not to be photographed or filmed during an activity. I understand that the photos and videos will be used in presentations and information about the project, in print and online but my child's name will not be used.		
I understand that if I change my mind after photos have already been shared online then the research team will do its best to withdraw these pictures but cannot confirm that all traces of these images can be deleted.		
I understand that if my child or I have any concerns we can talk with one of the project team anytime, even after the project has finished.		
I understand that the notes and recordings will be kept in a secure place. Personal data (name, contact details and audio files) will be destroyed at the end of the project (April 2024). All other data will be kept securely for 25 years.		
I have had time to think about it, and I am happy for my child to take part in this project.		

[for illiterate caregiver]

Researcher will read out each sentence in the form below and seek consent orally in front of a witness*. The researcher will tick the box on behalf of the caregiver according to their response.

*The witness could be a caregiver's friend, family member, care worker, or someone independent of the research team.

SEE NEXT PAGE

Full name of my child

Emergency Contact Details (Caregiver Name and Phone Number)

Signature of caregiver giving consent and date

Signature of person obtaining consent (*the researcher*) and date

Thank you for taking the time to support this research. If you have any questions, please feel free to email the University of Edinburgh researchers Laura Wright laura.wright@ed.ac.uk and Laura Lee leelauramay@gmail.com.