

1. Executive Summary

1.1. Overview

The [Mobile Arts for Peace](#) (MAP) project is an international study that seeks to provide a comparative approach to peace-building utilising interdisciplinary arts-based practices, working with communities in Indonesia, Kyrgyzstan, Nepal and Rwanda (see figure 1.1). This research was commissioned by the project lead organisation, the University of Lincoln, and has been delivered by the University of Northampton's [Institute for Social Innovation and Impact](#). This report focuses on the Small Grants awarded across the four countries, and acts as a follow-up to the [Phase One Report](#) that was produced in the winter of 2021.



Figure 1.1 – The Four MAP Countries

The delivery of the Small Grants projects has taken place over the last 12 months across the above four countries, and this report seeks to demonstrate, through a narrative case-study approach, how the Small Grants work delivered has promoted arts-based peacebuilding and supported community cohesion. The research reported in this document took place between February and October 2022 and focused on the below research aim and key research questions.

Aim: To evaluate the efficacy of the MAP Small Grants projects and understand their impact in communities. Specifically:

1. What outputs were delivered through the Small Grants projects?
2. What outcomes for beneficiaries/stakeholders were delivered through the Small Grants projects?
3. What impacts delivered for communities and societies across the four countries were delivered through the Small Grants projects?



1.2. Methodology

The research utilised a qualitative approach to answering the above three research questions, utilising secondary data analysis, as well as analysis of qualitative data gathered within the project (including the arts-based practices). Interviews and focus groups were held with a wide variety of stakeholders, including young people, teachers, youth facilitators, artists, government officials, policy-makers and Third Sector Organisations (TSOs)/NGOs. The in-country research teams collated the data in the form of case-study narratives and programme output data, and passed these to the University of Northampton who adopted a narrative analysis process to the data gathered¹. In total, 286 individuals participated in the qualitative data capture, with a breakdown by country provided below (data from Rwanda is still being collected). Figure 1.2 outlines the methodological approach.

- *Indonesia (N = 50):*
 - Brawl: 6 x youth researchers; 12 x young people (2 x FGs); 7 mothers (1 x FG)
 - Sexual Violence: 6 x youth researchers; 12 cast members; 7 women/girls (1 x FG)
- *Kyrgyzstan (N = 188):*
 - Acting/Drawing Masterclasses: 38 x youth researchers
 - Interviews: 8 x external stakeholders (i.e. policy-makers, Police, parents etc.)
 - Focus Groups: 16 FGs with 142 x youth researchers (44 x Batken; 32 x Bishkek; 31 x Jalal-Abad; 35 x Osh)
- *Nepal: (N = 28)*
 - 11 x young people (across Bagmati, Lumbini and Sudurpaschim Provinces)
 - 7 x teachers across 7 schools
 - 10 x stakeholders (artists, local government, police, parents, social workers)
- *Rwanda: (N = 20)*
 - 10 x young people
 - 10 x Teachers/Youth Club Facilitators.

¹ Feldman, M. S., Skoldberg, K., Brown, R. N., & Horner, D. (2004). Making sense of stories: A rhetorical approach to narrative analysis. *Journal of Public Administration Research and Theory*, 14, 147–170.

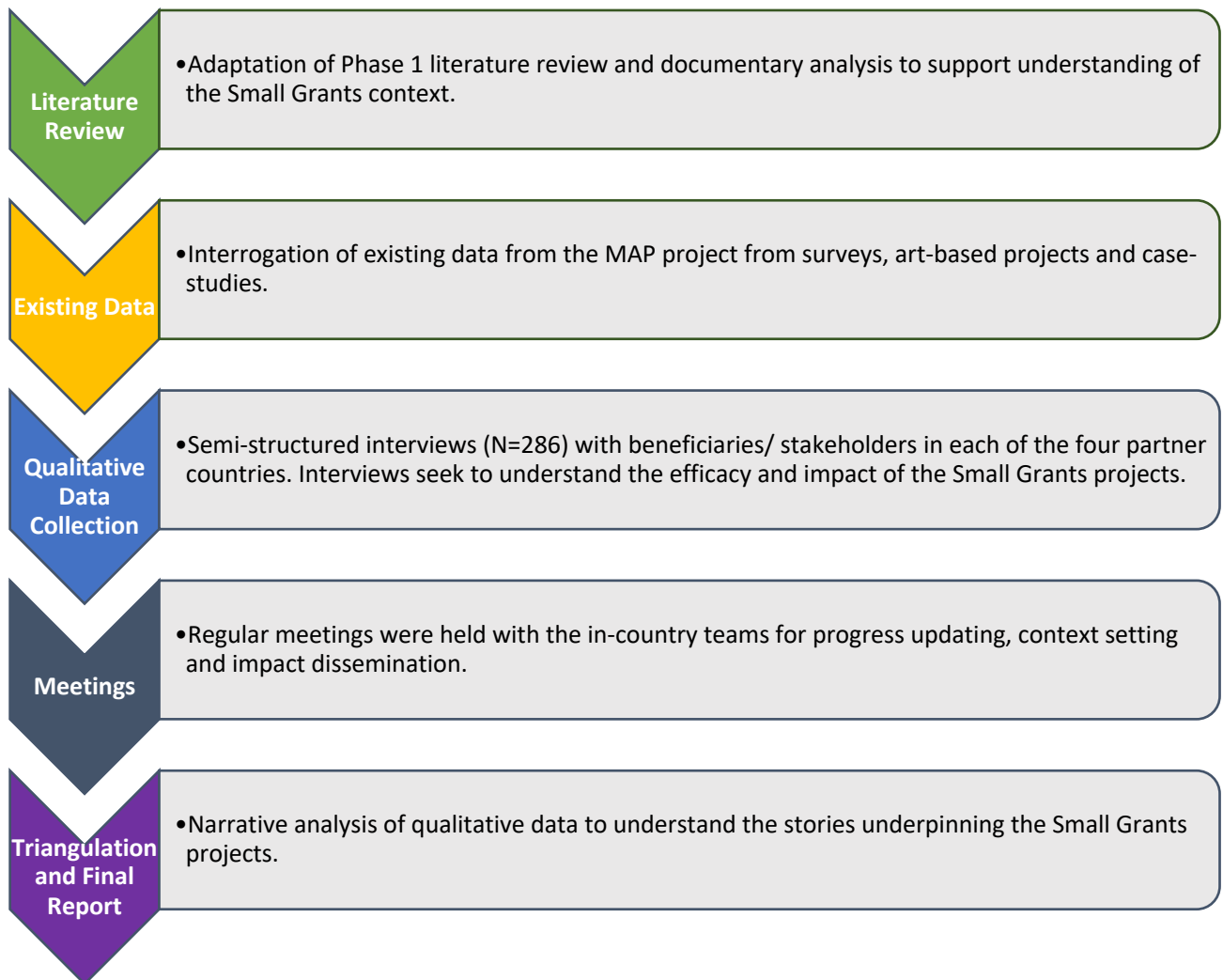


Figure 1.2. Proposed methodological approach

1.3. Key Findings

The research has identified that the MAP small grants programme ran with high efficacy from a delivery perspective, but also that it generated significant impact at the individual, organisational and societal levels. The findings are summarised here into five core areas.

1. **Young people:** The impact on the young people who led the delivery of these small grants was significant, both in terms of skills and softer outcomes such as wellbeing.
 - a. *Upskilling:* young people were supported to develop core skills that will have educational, employability and general life benefits for them. Namely, these included confidence-building, social and communication skills, and developing expertise in arts-based and digital methods. This enhanced their creativity and ability to function in a team to effectively deliver projects.
 - b. *Reducing trauma:* The projects helped to reduce trauma in young people, by enabling them to express their feelings and emotions through arts-based methods in safe spaces alongside their peers. This enabled them to process their past experiences, build empathy



with peers around their past experiences, and learn how to effectively communicate this to others in the community.

- c. *Mental health:* The follow-on to this reduction in the effects of trauma was to also build the mental wellbeing of young people, as was also noted in the [Phase One](#) research. Young people discussed feeling better emotionally, less anxious and happier in life.

2. Teachers/schools: The small grants work also brought benefits to teacher and schools, through the upskilling of teachers, enhanced learning materials and the building of networks.

- a. *Providing new practice and teaching materials:* The projects promoted new practices to teachers/adults that could be applied in their work, and built understanding around social problems and how to solve them. It also provided new teaching materials for schools (including those not directly involved in MAP) for use with young people across the four countries.
- b. *Alternative educational provision:* Following on from the above, the use of arts-based materials for peacebuilding in schools, youth clubs and communities provides alternative educational provision, not just for the young people, but for all those in the community who engage with the projects and their outputs. In this way, the small grants acted like community education programmes, but with innovative, easy-to-understand and communicate methods.
- c. *Links to community:* The projects built links between schools/youth clubs and the communities, especially parents, local decision-makers and NGOs. These links and relationships will be beneficial to all in the future, but especially the schools/youth clubs.

3. Community: As was noted above, the small grants projects acted like community education programmes, raising awareness of social problems, promoting dialogue between stakeholder groups and building empathy. Specifically:

- a. *Community education and awareness-raising:* The projects essentially acted as an amplifier for awareness of and discussions around the social problems within communities. It enabled dialogue between different stakeholder groups and brought understanding of the underlying causes (and possible solutions) to these social problems.
- b. *Community cohesion:* This building of dialogue, creation of networks, development of empathy and coproduction of possible solutions, also enhanced community cohesion, in much the same way as was evidenced in the Phase One report.

4. Youth coproduced policy impact: There was a significant focus within the small grants work on ensuring that the policy impacts delivered in Phase One were built upon. Most of the projects funded across the four countries produced policy briefs, designed to be easily accessible and engaging, which were disseminated to communities, decision-makers, key public officials and across social media. This enabled the strong impact identified earlier in the report, and the commitment to do more through institutions to solve problems, including through funding streams being enabled. The young people were also enabled to meet with and disseminate their work to key international stakeholders from UNESCO (see this [MAP Blog](#) for more information). This not only disseminated the work completed and its impacts, but also empowered the young people and demonstrated to them that they could influence and drive change even in large, transnational organisations such as the United Nations. The way that MAP enables young people to safely engage through arts-based methods with



community leaders, local policy-makers and international partners presents a unique element of the programme. Indeed, it offers many learning opportunities for individuals and organisations working in the peacebuilding (and wider international development) areas, of how to empower and support young people's voices to be heard

- 5. Power of arts-based methods:** Ultimately, the strength of the projects rested in their use of arts-based methods, which across the funded projects repeatedly demonstrated their power and value in helping to develop community understanding of problems, build empathy and cohesion and drive wider impact through policy. Indeed, the use of arts-based methods and infographic policy briefs arguably had more impact on changing policies than an academic policy paper could have ever achieved. In engaging the wider communities, the projects also ensured that they built a groundswell of support for the solutions developed.

1.4. Recommendations

Despite the generally positive nature of the findings and the high efficacy of the MAP small grants work, there were some areas that could be improved, or best practice that should be carried forward into the medium and large grants. The following five recommendations are therefore made, designed to inform the work to be conducted in the medium and large grants and ensure that longer-term impacts can be realised and measured (including through monetary values). These recommendations can also help the medium grant delivery to build upon the high efficacy and impacts of the Phase One and small grants work conducted through MAP to date.

- 1. Children and young people's skills remain the focus:** It is essential that the children and young people's skills remain a core focus of the MAP work moving forwards. This is embedded in the large grant proposals through the training, mentoring and coproduction elements of both research projects, as well as in the majority of the medium grant proposals submitted. However, ensuring that this is what is delivered, and understanding from the young people what skills they want, is imperative if the project is to genuinely empower beneficiaries.
- 2. Ensuring genuine coproduction across the communities:** Delivering genuine coproduction across projects, especially larger ones like the medium and large grants, is not easy. However, if young people are not genuinely engaged in projects to develop solutions, alongside other members of the community, then the wider impacts of MAP activities will be limited. There was little evidence from the four countries that young people did not feel genuinely involved, but this best practice must continue into the medium and large grant work.
- 3. Continuation of the policy briefs work in the medium grants:** The creation of policy impacts and changes across society has been one of the strengths of MAP through the phase one and small grants research. This focus should continue, with infographic policy briefs produced across the medium grant projects, but with a commitment within each project to drive tangible policy changes and establish meetings to discuss these (i.e. policy roundtables).



4. **Longitudinal data capture and theory of change:** To date the evaluations that have taken place in phase one and the small grants work have been limited in their ability to fully capture the social impact of the work undertaken, as the research team has not been able to capture genuine longitudinal data due to either time restrictions or resource limitations. This, combined with multiple theories of change produced across projects, means that the impact evaluation has not yet fully met best practice standards. Therefore, the ability to produce an overall theory of change for the medium grants work, alongside project specific theories of change, all codeveloped with young people is critical. Building on this with the embedding of longitudinal data capture, utilising a redrafted version of the survey utilised in phase one, can allow the project to capture distance travelled across MAP and therefore start to develop more concrete impact conclusions.
5. **Wider focus on mental health and trauma:** One of the strengths of the MAP projects, across all four countries but particularly in Indonesia and Rwanda, was the focus on developing and supporting youth mental health and enabling them to process and deal with trauma. Ensuring that this becomes a key feature across the medium grant provision and within the theory of change, can enhance the impact delivered by MAP.

The final page overleaf collates some of the images gathered through the MAP Small Grants programmes across the four countries. Details for each photo can be found in the MAP Small Grants full report 😊



