



Evaluation Report The Truth-telling Project

**An Outcome Evaluation of a Royal Roads
University Graduate Student Research Project**

Prepared by: Rachel Claus, Rachel Davel,
Stephanie Jones, & Brian Belcher



SSHRC  CRSH

Cover photo: Trust circle. Northern Uganda, Uganda. Photo: Cheryl Heykoop

Any views expressed in this publication are those of the authors. They do not necessarily represent the views of Royal Roads University, the researcher, the researcher's institution, partners, or financial sponsors.

Acknowledgements

The Sustainability Research Effectiveness Program is supported by the Canada Research Chairs Program and the Canadian Social Sciences and Humanities Research Council (SSHRC). We thank the researcher for their contributions to the Theory of Change and sense-making workshops, interviews, and feedback on the report. Finally, we thank all interview informants for their participation in the evaluation, as well as their input and feedback to the report.

Produced by

Sustainability Research Effectiveness Program
Royal Roads University
2005 Sooke Road
Victoria, British Columbia
V9B 5Y2
Canada

Telephone: +1-250-391-2600 ext.4407
Email: brian.belcher@royalroads.ca
Website: researcheffectiveness.ca

© SRE 2020



Royal Roads
UNIVERSITY

This research evaluation was carried out by the [Sustainability Research Effectiveness Program](#) at [Royal Roads University](#) as part of a series of case studies of completed Royal Roads University graduate student research projects.

Table of Contents

List of Tables	iii
List of Figures	iii
List of Acronyms	iv
Executive Summary	v
Introduction.....	1
Case Study Overview	2
Evaluation Methods	3
Project Theory of Change	5
Results.....	9
Outcome Evaluation.....	9
<i>To what extent and how were outcomes realized?</i>	9
<i>Were project assumptions sustained?</i>	17
<i>Could the outcomes have been realized in the absence of the project?</i>	19
<i>Were there any unexpected outcomes?</i>	19
<i>Are the higher-level changes likely to be realized?</i>	20
Project Assessment	23
<i>What elements of the research design and implementation supported outcome realizations, and how?</i>	23
<i>To what extent and how did the project engage effectively with relevant stakeholders?</i>	30
<i>To what extent were the research products and process sufficiently relevant to realize the project's aims?</i>	31
<i>To what extent and how are target audiences aware of and using the project outputs?</i>	32
<i>How does Royal Roads support student success in research?</i>	33
Lessons Learned.....	34
Project Lessons	34
Contextual Lessons	35
Evaluation Limitations	35
Conclusion	35
Appendices.....	37
Appendix 1. Evidence Sources	37
Appendix 2. Interview Guide	40
Appendix 3. Outcomes Codebook	45
Appendix 4. QAF Codebook.....	49
Appendix 5. Evidence of Outcome Realizations	54
Appendix 6. QAF Criteria Definitions	76
Appendix 7. QAF Scores and Justifications.....	80
Appendix 8. Aggregated and Disaggregated Theory of Change Outcomes	84
References.....	85

List of Tables

Table 1. Summary of outcome realization and project contributions.....	vii
Table 2. Informant and interview details.....	4
Table 3. Summary of project outcome assessment, supporting evidence, and consideration of contextual factors and causal mechanisms affecting outcome realization.....	9
Table 4. Mechanisms of outcome realization.....	13
Table 5. Project assumptions assessment	17
Table 6. Higher level outcome assessments	21
Table 7. Extent of outcome realization, supporting evidence, degree of project contribution, and evidence rating for end- of-project and high-level outcomes	54
Table 8. Relationships between aggregated outcomes (Figure 1) and disaggregated outcomes (Figures 2 and 3)	84

List of Figures

Figure 1. Simplified TTP Theory of Change	vi
Figure 2. Elaborated Truth-telling Project Theory of Change	8
Figure 3. The Truth-telling Project Theory of Change, with outcomes colour-coded to reflect extent of outcome realization and degree of project contribution	14
Figure 4. Scoring of the TTP against QAF Principles	24
Figure 5. Project satisfaction of Relevance criteria.....	24
Figure 6. Project satisfaction of Credibility criteria.....	26
Figure 7. Project satisfaction of Legitimacy criteria	28
Figure 8. Project satisfaction of Effectiveness criteria.....	29

List of Acronyms

BIC	Born in Captivity
DBW	Disabled by War
DSocSci	Doctoral of Social Sciences
EoP	End-of-Project
EOPO	End-of-Project Outcome
FA	Formerly Abducted
ICC	International Criminal Court
ICTJ	International Centre for Transitional Justice
ID	Internally Displaced
IDRC	International Development Research Centre
IICRD	International Institute for Child Rights and Development
JLOS	Justice Law and Order Sector
KASR	Knowledge, Attitudes, Skills, and Relationships
LRA	Lord's Resistance Army
NGO	Non-Governmental Organization
NMPDC	National Memory and Peace Documentation Centre
PAR	Participatory Action Research
PI	Principal Investigator
QAF	Quality Assessment Framework
RLP	Refugee Law Project
RRU	Royal Roads University
SRE	Sustainability Research Effectiveness
SSHRC	Social Sciences and Humanities Research Council
TDR	Transdisciplinary Research
TJ	Transitional Justice
ToC	Theory of Change
TPO	Transcultural Psychosocial Organization
TTP	Truth-telling Project
UN	United Nations
YPRA	Young People's Research Advisory
YP	Young People

Executive Summary

Introduction

This report presents an outcome evaluation of a research project undertaken by a Royal Roads University (RRU) Doctoral of Social Sciences (DSocSci) student. The “Truth-telling Project” (TTP) focused on how to meaningfully and ethically engage young people in post-conflict truth-telling and transitional justice (TJ) processes in Uganda. The project aimed to support young people’s empowerment; inspire organizational and policy change to support new models of engagement for post-conflict truth-telling commissions; and influence further research on the topic. This outcome evaluation assesses whether and how the TTP contributed to improving young people’s involvement in TJ processes in Uganda.

Methodology

The outcome evaluation uses a project theory of change (ToC) as the main analytical framework. A ToC is a model of how and why a project is expected to contribute to a change process. It documents what the research is expected to produce in terms of products and services (outputs) and provides a set of testable hypotheses about what actors (individuals and organizations) will be influenced by the research process and outputs, and how their resulting actions (outcomes) are expected to contribute to higher-level changes (outcomes, impacts). The evaluation team led a participatory workshop with the Principal Investigator (PI) in May 2018 to define the scope of the evaluation, retrospectively document an up-to-date ToC for the TTP (Figure 1) and identify possible sources of evidence to empirically test the ToC. The evaluation team conducted 17 interviews and reviewed relevant documents to assess project design and implementation (i.e., proposals, assessments, reports), and outcomes (i.e., participant surveys, policies, press releases, websites, briefs) to answer the following questions:

Outcome Evaluation

- *To what extent and how were outcomes realized?*
- *Were project assumptions sustained?*
- *Could the outcomes have been realized in the absence of the project?*
- *Were there any unexpected outcomes?*
- *Are the higher-level changes likely to be realized?*

Project design and implementation were characterized using Belcher et al.’s (2016) Transdisciplinary Research Quality Assessment Framework (QAF). The QAF was used to assess the degree to which the project incorporated recognized elements of transdisciplinary research¹, organized under the principles of *Relevance*, *Credibility*, *Legitimacy*, and *Effectiveness*, guided by the following questions:

Project Assessment

- *What elements of research design and implementation supported outcome realizations, and how?*
- *To what extent and how did the project engage with relevant stakeholders?*
- *To what extent were the research process and products sufficiently relevant to realize the stated aims?*
- *To what extent are target audiences aware of and using the project outputs? How are they using them?*
- *How does Royal Roads support student success in research?*

Results were analyzed and grounded in social change theory to explain the implications of outcome realization.

Project Overview

The purpose of the TTP was to contribute to more meaningful and ethical engagement of young people in issues that affect them. The project worked through five interconnected *pathways*. *Empowering young people* with the necessary capacities

¹ The QAF is not meant to be a measure of excellence, but rather characterizes the project design and implementation in terms of the degree of its transdisciplinarity.

and relationships to actively participate in both truth-telling commissions and decision-making processes in TJ was expected to support more meaningful engagement processes to acquire an accurate account of history and contribute to reconciliation and healing. Through strategic partnerships and support of the *organizational capacity and practice* of partner organizations, partners were expected to develop interest in and capacity to support the effective engagement of young people in their own work. With a greater orientation toward young people, partners were expected to develop greater interest in supporting young people's involvement and engagement in future truth-telling commissions in Uganda and contribute to the development of a coalition to support more effective TJ policy processes. It was assumed that successful *government policy* change and implementation happens both from the top-down and the bottom-up. Hence, governments would be more willing to adopt new principles to engage young people if the interest, opportunity, and capacity to support young people's participation in new ways are already developed locally, and if the principles have been tested and proven to be feasible and effective. *Professional development* through the research experience was expected to build the capacity of local Ugandan researchers and enhance the PI's expertise and credibility on the topic. This would create new opportunities for the research team to share experiences at academic and policy dialogues to advance and inform policy, as well as through the networks of the organizations where the research assistants obtained work following the project. Contributions to academia through *research* was expected to influence both the supply and trajectory of research, as other scholars take up related questions, adapt approaches, and continue to build the knowledge base. It was expected that the accumulation of scholarship will influence the practice of organizations. Together, these pathways were expected to support truth-telling commissions in gaining a fuller account of conflicts and support meaningful reconciliation and healing for all people affected by conflict. The key steps in these pathways are illustrated in Figure 1.

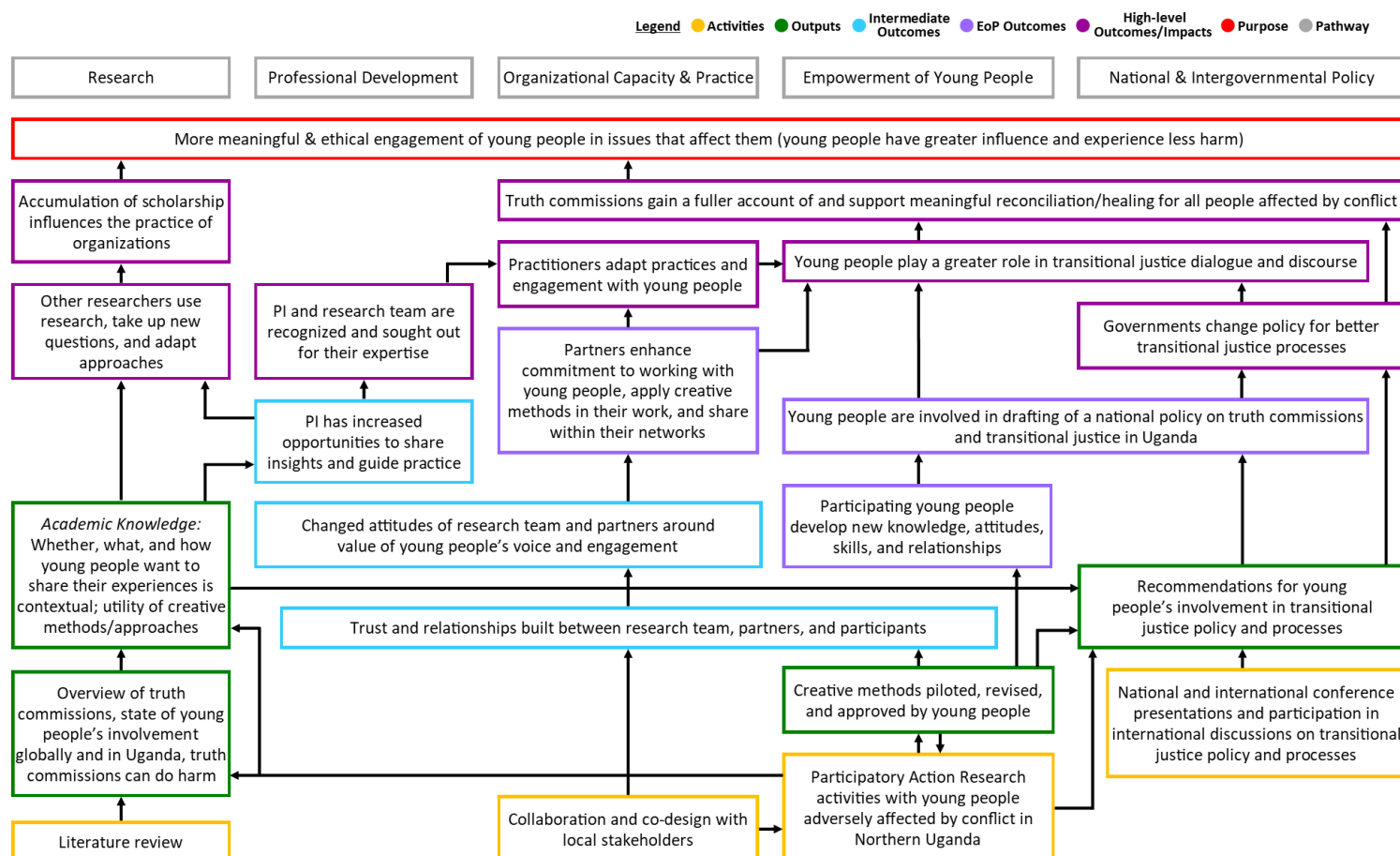


Figure 1. Simplified TTP Theory of Change²

² A table showing the relationship between the aggregated and disaggregated outcomes can be found in Appendix 8.

Results

Outcome Evaluation

To what extent and how were outcomes realized?

Table 1 summarizes the extent to which outcomes were realized. The project leveraged multiple impact pathways and mechanisms to realize outcomes and make progress toward higher-level outcomes. Outcomes pertaining to young people's empowerment were realized by research participants through experiential learning within the TTP, as the project provided a first-hand example of how an engagement process of young people affected by conflict could be conducted. The TTP also supported opportunities to build the capacity of participating young people. Outcomes in the *organizational practice and capacity* pathway were realized through effective collaboration and strategic partnerships to support partners' needs, and by co-producing knowledge about how to engage young people affected by war to realize mutual benefits relevant to their missions. Outcomes in the *policy* pathway were supported by outcomes in the *young people's empowerment* pathway, and through organizational capacity and practice changes that connected partners, government actors, and young people in a session where young people were involved in the review of a draft national policy for TJ. Outcomes in the *research* pathway were realized through the research team's participation in and contributions to the academic discussion on the topic. Outcomes in the professional development pathway were realized as the TTP provided an opportunity for the PI and the research assistants to develop their research capacity through the project experience; exposed the PI and research team to new networks; and supported their interest to continue working with young people and/or TJ.

Table 1. Summary of outcome realization and project contributions

<i>Outcome</i>	<i>Status and Extent of Project Contribution</i>
Trust and relationships built between research team, partners, and participants	Realized, with clear project contribution
Participating young people gain new knowledge, attitudes, skills, and relationships	Realized, with clear project contribution
Changed attitudes of research team and partners around value of young people's voice and engagement	Realized, with clear project contribution
Partners enhance commitment to working with young people, apply creative methods in their work and share within their networks	Realized, with clear project contribution
Practitioners adopt practices and engagement with young people	Partially realized, with clear project contribution
Young people are involved in drafting of a national policy on truth commissions and TJ in Uganda	Realized, with clear project contribution
Governments change policy for better TJ processes	Insufficient evidence
Young people play a greater role in TJ dialogue and discourse	Partially realized, with clear project contribution
PI has increased opportunities to share insights and guide practice	Realized, with clear project contribution
PI and research team are recognized and sought out for their expertise	Realized, with clear project contribution
Other researchers use research, take up new questions, and adapt approaches	Realized, with clear project contribution
Accumulation of scholarship influences the practice of organizations	Insufficient evidence

Contextual factors also played a key role in realizing outcomes. For example, other activities, including educational, governmental, and non-governmental initiatives, as well as other research projects, supported the empowerment of young people affected by war. However, prevailing cultural norms about young people (e.g., to be seen and not heard) and the TJ policy implementation gap may have hindered progress towards intended end-of-project outcomes or outcomes that were expected to manifest in the long-term. There were also unexpected outcomes such as capacity building for research assistants and participants. The logic of the TTP ToC and its underlying assumptions appear to be sustained. The project had a purposeful design driven by a genuine desire to create positive changes in the context.

Project Assessment

What elements of the research design and implementation supported outcome realizations, and how?

The TTP demonstrates characteristics of a relevant, credible, legitimate, and effective project that facilitated meaningful engagement of young people who experienced the Ugandan conflict and provided them an opportunity to share how they wished to be involved in TJ processes. Evaluation informants described the TTP as highly ethical, participatory, and beneficial to the young people involved. The TTP focused on understanding and accommodating the unique intersection of TJ for young people in the Ugandan context. The project explicitly identified and planned for outcomes from the start. Inspired and driven by the need for meaningful and ethical engagement of young people on issues that affect them, the TTP included young people throughout the research process as partners in decisions around how the TTP progressed. The TTP practiced sound research ethics by adherence to a ‘do no harm’ principle, appropriate application of participatory action research (PAR) methods, and collaborative engagement with strategic partners to build participant and organizational capacity.

Results from the outcome evaluation and QAF assessment highlight that the PAR approach and strategic partnership with local organizations made the process relevant and enabled knowledge co-generation, which met the research objectives and supported outcome realization. Most actors within the project’s sphere of influence were aware of the project findings, benefited from the process, and are using lessons from the project. Extensive engagement, consistent communication, and appropriately targeted outputs enabled broad reach and enhanced the utility of the TTP findings for practitioners, policymakers, and academics beyond the sphere of influence.

There is evidence that RRU programming supported the realization of TTP outcomes in the *professional development* and *research* pathways. RRU appeals to scholar-practitioners who bring professional expertise to their research. RRU encourages research that makes a difference and designs programs intended to build student competencies to execute effective research projects. RRU also facilitates collegial relationships and builds networks through the research committee (which can be made up of external academics, RRU faculty, and practitioners) and cohort that enrich the research and students’ continued professional development experience. In this case, RRU exposed the PI to diverse epistemological and methodological orientations. For example, in addition to the DSocSci coursework, the PI had the opportunity to join an Outcome Mapping training offered by RRU, which helped to inform the TTP ToC. The program also facilitated an open space where the cohort could be a sounding board for ideas during the design phase of the research. This encouraged a collaborative approach to the research as multiple perspectives were integrated. RRU also provided a strong committee structure that enabled new relationships to form and existing relationships to flourish. The professional networking and diverse epistemological orientation strengthened the research and its contributions.

Lessons Learned

Project Lessons

- Purpose-driven research activities that plan for outcomes increase the potential for intended changes to be realized.
- Inclusive and ethical project engagements that share decision-making power with participants and other target audiences supports capacity-building and fosters agency. Research projects can demonstrate and support the iterative development of a positive process that can be emulated or replicated by practitioners in their work.
- Building relationships and support networks that put trust and mutual benefits at the core enables strategic partnership and collaboration to expand research influence.
- Effective collaboration in a research team supports equitable professional development by expanding professional networks, building on existing research competencies, and developing reputations that can be further leveraged to continue work on the topic and further contribute to higher-level outcomes.

Contextual Lessons

- The TTP was well-situated within the local context, driven by the objective to produce a contextually relevant truth-

telling model to engage young people whose lives had been affected by the Ugandan conflict. The TTP used specific strategies to address:

- Ugandan context: a literature review on Uganda's history of the conflict, the PI's familiarity with the country's political and cultural dynamics, hiring a local research team, and conducting frequent field visits during the project;
 - Post-conflict context: a literature review on the Ugandan conflict and other countries' post-conflict TJ processes, engaging different groups affected by the Ugandan conflict (formally abducted (FA), internally displaced (ID), born in captivity (BIC), disabled by war (DBW)), applying and testing an engagement approach that could be replicated or emulated by Uganda's future TJ processes; and
 - Young people's context: making activities accessible to them (in terms of local language and sign language interpretation, education level, delivery, etc.) and fun; and capturing and being informed by their ideas, needs, and voices.
- Change processes take time. While the timing of relevant policy processes is hard to predict, the TTP was conducted in the same period as national (e.g., draft Ugandan policy) and international policy-related processes (e.g., Kampala Recommendations) on TJ were underway. As a result of the TTP's strategic partnership with relevant NGOs in the region, and leveraging of international networks and opportunities, the project was able to indirectly contribute to closing key policy gaps.

Evaluation Limitations

Limitations of the analytical framework: Retrospective documentation of the ToC makes the distinctions between intended and unintended outcomes unclear. Having the PI identify informants for testing the outcomes can also increase the risk of introducing bias into data collection, as informants may be selected for their likelihood to reflect positively on the project's results and outcomes. To address this limitation, snowballing for additional perspectives and sources of information was undertaken.

Limitations of the data and results: Assessments rely on informant perspectives. Interviews were conducted several years after the project concluded, making recall of project details and processes challenging for informants. However, it was observed that those closest to and more involved in the project could recall more details of the project and its contributions. These individuals also perceived the project's influence to be higher than those more distant from the project. Despite best efforts to reach government officials, key intergovernmental organizations, and young people involved in the project, these informants were inaccessible. As a result, many of the outcomes in the *policy* and *young people's empowerment* pathways could have had richer data and analysis.

Recommendations for Future Research

Considering the case study findings, we recommend the following for future research projects:

1. Develop explicit, realistic, and theoretically sound assumptions and theories about how and why a research project is expected to contribute to change at project inception to inform planning and adaptive management;
2. Include research participants and target audiences as partners when appropriate and feasible;
3. Develop mutually beneficial partnerships with organizations holding complementary objectives; and
4. Foster effective collaboration through building trust and shared decision-making power to ensure co-ownership.

Introduction

This report presents an outcome evaluation of a research project undertaken by Royal Roads University (RRU) Doctoral of Social Sciences (DSocSci) student. The focus of the project was to both learn and improve how young people can be more ethically and meaningfully engaged in post-conflict truth-telling and transitional justice (TJ) processes in Uganda. The project intended to support young people's empowerment, inspire organizational and policy change to support new models of engagement for post-conflict truth-telling commissions, and influence further research on the topic. This evaluation investigates to what extent and how the project generated new knowledge, attitudes, skills, and relationships among key actors to inform and support new ways of engaging young people in post-conflict truth-telling commissions, such that the process does no harm, supports a fuller account of the history of events, educates future generations to prevent future conflicts, and contributes positively to the well-being and development of young people in the face of adversity. The purpose of this evaluation is to critically assess the Truth-telling Project's (TTP) design, implementation, and outcome realizations to elicit lessons pertaining to aspects of the project's overall effectiveness.

RRU has an explicit mission to teach and conduct research that contributes to transformation in students and the world (RRU, 2019a). The DSocSci program encourages the study of complex real-world problems using interdisciplinary and applied approaches to problem-solving for organizations, communities, and society (RRU, 2019b). As part of the University's mission to support continuous learning, it is critical to analyze the extent to which and how student research contributes to change and how RRU programming supports those contributions. The Sustainability Research Effectiveness (SRE) program at RRU is dedicated to understanding how research contributes to social change, and how those contributions can be improved through research design, implementation, and adaptive management. The SRE program conducts a series of participatory outcome evaluations to support learning for research effectiveness.

The evaluation uses a participatory theory-based evaluation approach, using a theory of change (ToC) as the main analytical framework. The ToC articulates the theoretical relationships and sequence of steps through which the research project intended to realize outcomes and impacts. The evaluation is an empirical test to assess the extent to which and how the intended outcomes modelled in the ToC were realized.

The research design, implementation, and outputs are analyzed using [Belcher et al.'s \(2016\) Transdisciplinary Research Quality Assessment Framework \(QAF\)](#). The QAF lists the elements of an ideal transdisciplinary research project and provides a scoring tool to assess the degree to which the project conforms to that theoretical ideal. This helps answer questions about what worked well to realize outcomes in the current project and provides lessons for future TDR research projects. The findings of the evaluation are grounded in broader theories of social change processes to explain how and why the project contributed to change.

This evaluation has two objectives:

1. Assess the extent to which and how intended outcomes were realized (using ToC), with specific attention to research project design and implementation (using the QAF);
2. Generate lessons pertaining to promising research design and implementation practices, and recommendations to guide future graduate research

Outcome evaluations aim to assess two components of a research project: i) whether or not outcomes are realized; and ii) the extent of the project's contribution to outcome realization. The second component of assessing the project's contribution is especially challenging (Mayne, 2001; 2012; Forss, Marra, & Schwartz, 2011). When projects are situated in complex systems, with multiple actors and processes that affect outcomes, the actual project contribution may not be clear (Mayne, 2001; 2012). This evaluation deals with this by: specifying the project outcomes by actor/actor group and the ToC as hypotheses; testing these individual hypotheses empirically; and explicitly considering alternative explanations for realized outcomes based on stakeholder perspectives and expert judgement to assess the project's contribution.

Research contributions are typically framed in terms of new knowledge production, such as testing and improving theory and methods, conceptual framework development, and theoretical and empirical analyses. Increasingly, research-based

knowledge contributions are solution-oriented, providing information and options to improve policy and practice. In addition to knowledge, research activities can facilitate and support social processes of change, such as building social and scientific capacities, influencing public discourse and research agendas, and creating new fora or facilitating solution negotiations as ways to influence policy and practice (Belcher, 2017).

This report begins with a brief overview of the TTP. The methodology section details the evaluation questions, the analytical frameworks used, and how data were collected and analyzed. The results section answers the evaluation questions using evidence collected from interviews and document review. The lessons learned section discusses the implications of the findings and what was learned from the case study evaluation. The recommendations section outlines considerations based on the evaluation findings. The appendices provide supplemental information pertaining to the evaluation methods and results.

Case Study Overview

From the mid-1990s, northern Uganda's armed conflict between the Lord's Resistance Army (LRA) and the Government of Uganda affected an estimate of over 100,000 young people who were formerly abducted (FA), internally displaced (ID), born in captivity (BIC), and/or disabled by the war (DBW) (Annan et al., 2008; UNOCHA, 2004). In 2006, Article 3 of the Juba Agreement marked the conclusion of the atrocities and began a TJ process in Uganda to support peace-building and reconciliation. The systematic engagement of young people in post-conflict truth-telling commissions is relatively new, and is has not been well researched and tested (Cook & Heykoop, 2010). TJ and truth-telling commissions have typically been designed by adults for adults, but some conflicts disproportionately affect young people. The most commonly used method to engage people in truth-telling is individual statement-taking (UNICEF IRC & ICTJ, 2010). While for some this may suffice, there are negative effects of statement-taking (Hamber, 2009; Hayner, 2011). There is a need for better approaches to meaningfully and ethically engage young people, not only to gather a full and impartial record of what happened in the past, but also contribute to healing and reconciliation. The principal investigator (PI) sought to fill this gap using participatory action research (PAR) in northern Uganda to explore young people's perspectives on post-conflict truth-telling processes.

The project had two main components: a scoping phase, and participatory fieldwork to co-develop contextually appropriate approaches for the effective engagement of young people in truth-telling commissions. As part of the scoping phase, coursework requirements (e.g., literature review) supported engagement with the subject matter and refinement of the research plan. With funding from the Social Sciences and Humanities Research Council (SSHRC) and International Development Research Centre (IDRC), the PI hired local researchers and collaborated with local non-governmental organizations (NGO) to generate interest in the research, develop a robust network, and build capacity. Collaborations were developed with the Refugee Law Project (RLP), the National Memory and Peace Documentation Centre (NMPDC), and TPO Uganda.

The participatory fieldwork phase facilitated experiential learning and ongoing capacity-building. Research tools and methods were developed, piloted, and refined by the research team and the Young People's Research Advisory (YPRA) Committee. The research findings highlight that approaches to young people's engagement cannot be prescriptive, but should instead understand context, embrace the individuality of those engaged, and consider enabling and disabling conditions for effective engagement. The risk for potential harm is high in processes like post-conflict truth-telling; therefore, participation alone is not enough. Engaging young people in truth-telling commissions is enabled by assistance and follow-up support to participants, acceptance, feeling free from blame and stigmatization, community, the assurance of confidentiality, and providing opportunities to forget. Engaging young people in truth-telling commissions is disabled by current practices that may revisit painful memories, introduce fear, and fail to offer assistance or change resulting from their participation in the process. In order to mitigate disabling factors and promote enabling factors, the project findings recommended that participation and engagement in truth-telling commissions should be voluntary – not forced or coerced, avoid one-off engagement and age discrimination, support flexible and creative engagement strategies to provide options,

balance participation and protection, consider and treat young people as both victims and witnesses, and facilitate a healing process.

Evaluation Methods

The TTP was selected, along with a set of other RRU graduate research projects, for its likelihood to contribute to social change. The project abstract and dissertation met selection criteria including: a clearly stated problem; a socially relevant research question; explicit theory of change; contextually appropriate research design and methodology; inclusion of stakeholders in the research process; researcher positioned to influence change process; and conclusions demonstrated potential for outcomes.

The evaluation examines whether and how the TTP contributed to changing the way young people are engaged in issues that affect them. The evaluation uses a theory-based evaluation approach to model the intended outputs, outcomes, and impacts; test whether those results were realized; and analyze the mechanisms of change, giving attention to elements of research design and implementation that were critical to project success.

The evaluation was guided by the following questions:

1. Research Outcome Evaluation

- a. To what extent and how were outcomes realized?*
- b. Were project assumptions sustained?*
- c. Could the outcomes have been realized in the absence of the project?*
- d. Were there any positive or negative unexpected outcomes from this project?*
- e. Are the higher-level changes likely to be realized?*

2. Research Project Assessment

- a. What elements of the research design and implementation supported the outcome realizations, and how?*
- b. To what extent and how did the project engage effectively with relevant stakeholders?*
- c. To what extent were the research process and products sufficiently relevant to realize the stated aims?*
- d. To what extent and how are target audiences aware of and using the project outputs?*
- e. How does RRU support student success in research?*

The TTP used ToC concepts to structure the project, but the documented ToC was not specific enough for a comprehensive evaluation. Therefore, as a first step, a participatory ToC workshop was held with the PI in May 2018. During the workshop, the SRE team worked with the PI to retrospectively document (i.e., make explicit) the implicit ToC. The SRE team then identified the evidence required to empirically test whether or not the outcomes were realized.

The evaluation uses the retrospective TTP ToC as the main analytical framework (Figure 2). A ToC is a model of a change process. It provides a description and explanation of how and why a project is expected to lead or contribute to a process of change. The ToC details the main project activities and outputs, identifies key actors involved in the change process, specifies their actions as a sequence of steps or stages (outcomes) in the process, and exposes the theoretical reasoning for the expected changes (Earl, Carden, & Smutylo, 2001; Vogel et al., 2007). The ToC aims to explain who (individuals and organizations) is expected to do what differently and why as a result of the project.

The evaluation uses empirical data to test the ToC and its underlying assumptions. The focus of the evaluation is on the end-of-project outcomes. End-of-project outcomes are reasonable to expect and observable at the time of the evaluation and are therefore testable. The ToC also models high-level outcomes to support the causal logic from end-of-project outcomes to impacts and project purpose through distinct impact pathways. The distinction between end-of-project and high-level outcomes is made because higher-level results are expected to require more time to manifest and depend on variables beyond the influence of the project (Halimanjaya, Belcher, & Suryadarma, 2018).

Data Collection

Data collection for the evaluation was guided by an evidence table developed during the ToC workshop. The PI identified sources of data (documents and potential informants) for each outcome. Data (Appendix 1. Evidence Sources) were collected through a review of relevant documents and 14 semi-structured interviews with 19 informants from two different informant categories (Table 2).

Table 2. Informant and interview details

<i>Informant Group</i>	<i>Number of Interviews Conducted</i>
Researcher	11
Practitioner	8
Total	19

Interview questions were formulated to ascertain informant perceptions of the problem context, key challenges and developments, decision-making, and the project approach and its contributions (see Appendix 2 for the interview guide). Interviews were recorded with informants' permission and transcribed. Young people who had participated in the project were not accessible for interviews, so a post-project survey of 35 TTP participants conducted for the TTP was used to evidence outcomes pertaining to young people. The post-project survey was conducted and collected by the TTP research team in May 2014.

Alternative research metrics (altmetrics) were collected to assess the TTP outputs as a supplementary data source for outcomes pertaining to the research pathway. Altmetrics capture the use or adoption of a knowledge product or service resulting from the project. Data were gathered in January 2018 from Altmetric, Bookmetrix, PlumX, Google Scholar, Scopus, ResearchGate, and YouTube. The PI's name, dissertation title and DOI information, and outputs identified from the dissertation were used as search terms. Altmetric data include usage (e.g., clicks, downloads, views, etc.), captures (e.g., bookmarks, favourites, readers, etc.), mentions (e.g., blog posts, comments, reviews, news media, etc.), social media (e.g., likes, shares, tweets, +1s, etc.), and citations (e.g., citation indexes, policy citations, etc.).

Analysis

The transcripts were coded thematically and analyzed using NVivo to systematically organize data corresponding to the evaluation questions. Deductive coding was employed, using codes adapted from previous evaluation experiences and new codes framed by the intended outcomes of the project. The coding process organizes objective and subjective data from a variety of sources to help understand contextual factors, project contributions, and how outcomes were realized. Two codebooks were used: one to analyze outcome realization (Appendix 3); and one to assess elements of research design and implementation using the QAF (Appendix 4). Additional codes were created to explore alternative explanations, and other variables of interest regarding knowledge and social change. This helped collate evidence pertaining to outcomes, research design and implementation, and contextual factors to support the analysis.

The evaluation team supplemented the research design and implementation assessment by scoring the project according to Belcher et al.'s (2016) Transdisciplinary Research QAF to assess the degree to which the project employed transdisciplinary characteristics. The QAF organizes criteria to assess research design and implementation under the four principles of *Relevance*, *Credibility*, *Legitimacy*, and *Effectiveness*. *Relevance* refers to the appropriateness of the problem positioning, objectives, and approach to the research for intended users. *Credibility* pertains to rigour of the design and research process to produce dependable and defensible conclusions. *Legitimacy* refers to the perceived fairness and representativeness of the research process. *Effectiveness* refers to the utility and actionability of the research's knowledge and social process contributions. Full definitions of the criteria can be found in Appendix 6. Four evaluators reviewed project documentation and interviews prior to scoring. Each evaluator scored the criteria independently on a Likert scale (0 = the criterion was not satisfied; 1 = the criterion was partially satisfied; 2 = the criterion was completely satisfied); and averages were calculated for final scores. The scores indicate TDR characteristics that were strong, present but incomplete, or absent in the project.

Results of the analysis are grounded in theories of social change processes to better understand the theoretical explanations

of why changes did or did not occur. We apply theoretical principles from PAR (Reason & Bardbury, 2008), stakeholder engagement (Arnstein, 1969; Dryzek, 2010), learned hopefulness (Zimmerman, 1990), and self-efficacy (Booles, 1967). Taking an integrated theoretical approach that acknowledges the role of external information will help to explain multiple components of the change process to which the project contributed.

Project Theory of Change

The TTP ToC that was developed collaboratively with the PI (Figure 2) illustrates how the PI hypothesized the project's contributions to change at the time of the evaluation. While the project could not anticipate how outcomes would manifest, there were deliberate aspects of the research design and implementation that allowed the project to be responsive to and generate opportunities supporting outcome realization. The TTP expected to contribute to outcomes and impacts through five interconnected pathways: *empowerment of young people*, *organizational capacity and practice*, *professional development*, *research*, and *national and intergovernmental policy*. End-of-project outcomes (EOPO) are noted.

Empowering Young People

The *empowerment of young people* was a main pathway of the TTP, where most project activities were focused. The research team established the YPRA Committee with twelve young people to co-develop, pilot, and revise project activities and engagement methods. This laid the foundation to support meaningful engagement of young people in the research process that could be analysed for policy development and replicated in future truth-telling commissions. This pathway, through direct engagement of young people affected by the northern Ugandan conflict, was expected to build capacity, relationships and trust, and knowledge of post-conflict TJ processes (EOPO). Project activities also served to assess young peoples' interest in and possible ways of participating in a TJ process. This would give those engaged in a TJ process more ownership of how and what they share. It was assumed that young people needed to have the opportunity as well as the interest and capacity to participate (e.g., knowledge of other TJ and truth-telling processes, communication skills, confidence to share perspectives, trust with other research participants, etc.) in post-conflict truth-telling commissions. By developing these capacities and offering opportunities to experience sharing in diverse ways through the project, it was expected that young people would recognize the value of their voice and be more willing to participate in truth-telling commissions. The participatory nature of the research would provide a combination of opportunity (through the establishment of the YPRA Committee from the pilot and 107 young people's involvement in the main research sessions) and capacity development (through active engagement in research activities) that built trust between the research team and participants to share their perspectives and ideas with the researchers about young people's engagement in TJ processes. It was assumed that participatory development of methods for young people's engagement would help ensure engagement was meaningful for participants. At the end of the project, it was expected that the YPRA Committee would have the capacity to engage in consultations led by RLP for the Advisory of Child Protection group, and be involved in a dialogue to review a draft national policy on TJ (EOPO). With a positive experience from the TTP, participating young people would be more likely to engage in future planned truth-telling commission in a way that supported both reconciliation and a fuller record of the conflict. It was expected that the lessons from the TTP pertaining to more effective engagement of young people and the scaling of research approaches for application in other areas that concern young people would facilitate young people to play a bigger role in issues that affect them. The manifestation of increased capacity in young people, value for engaging young people, knowing how to engage young people to build their capacity, and scaling up methods to diverse topics was expected to result in better quality and quantity of engagement thereby increasing the role and voice of young people.

Organizational Capacity and Practice

Strategic partnerships with key NGOs involved in the support of people affected by injustice, marginalization, and stigmatization (e.g., RLP, NMPDC, TPO Uganda) were important for the participatory approach of the research. Additionally, partnerships were developed with the intention to build continuity of the work following completion of the doctoral research, considering the high potential for a future TJ process in Uganda. With aims to influence *organizational capacity and practice*, collaborations with local actors (RLP and NMPDC) were expected to support the strategic co-development of research planning and activities, including approval of the proposed activity tools and methods; selection,

hiring, and training of research assistants; partner scoping; identification of pilot and second phase participants; and the co-creation of progress markers for research success. Research team members also supported strategic planning initiatives undertaken by these organizations to ensure mutual benefits of the collaboration. This pathway intended to realize attitude shifts, as well as changes in partners' organizational orientation and practice for more effective engagement of young people. As a result of close collaboration with the research team, partner organization staff were expected to emulate the research team's passion for the work and prioritize young people and consult them on issues that affect them (EOPO). The organizational support provided to partners and exposure to the research team's guiding principles and methods were expected to lead to partners engaging young people differently, such as applying creative methods of engagement in their work (EOPO). It was assumed that if partners developed an interest to support young people's voices for truth-telling commissions or similar processes, and if they were actively involved throughout the design and implementation of the research, they would be more likely to see value in adopting and implementing the TTP findings in their practice. Overall, practitioners were expected to adopt and use creative tools/approaches in their work on issues that affect young people. It was assumed that working with and through organizations that had the propensity to carry the work forward would ensure continuity and extend the project's influence.

Professional Development

The TTP's research process was expected to contribute to the *professional development* of the research assistants and PI. By planning close engagement with the pilot and second phase participants, and owing to the participatory and creative approach of the research, it was expected that the research assistants would build strong relationships and trust with the participants. Hearing participants' perspectives and facilitating research focused on young people's engagement in an issue that affected them was expected to increase research assistants' appreciation for young people's voice, participation, and engagement. Through supportive training and their close involvement in decision-making, planning, facilitation, and presentation of findings, the research assistants would gain new skills, professional exposure, and build new local, national, and international professional networks that would enhance their career opportunities in the TJ sector (EOPO). With a career in the sector, it was expected that the research assistants would apply the methods and approaches in their work based on familiarity of the approach and the acquisition of new skills gained through the project. The research was also expected to propel the professional development of the PI. For example, the PI would acquire new academic experience to build further expertise on the engagement of young people, which would lead to the pursuit of an academic career where the researcher would continue to apply competencies and expertise gained in issues that affect young people in current work. Following the project, it is expected that both academics and practitioners will recognize and seek out the PI's expertise to expand influence on the engagement of young people in research and practice.

Research

In the *research* pathway, the doctoral research experience was expected to lead to new opportunities for the PI to share experiences, present, lecture, and publish. It was expected that these new opportunities would support contributions to the natural progression of academic discussion around the topic of young people's engagement. In recognition of the PI's expertise, it was expected that the PI will receive invitations to guest lecture at RRU and other universities. Through invitations to present and lecture on the research experience, aspiring researchers are expected to learn about conducting field work in an international context, as well as creative methods and approaches for young people's engagement in truth-telling commissions and more broadly in issues that affect and matter to young people. Researchers working on these topics are expected to find, read, cite, adopt, test, critique, and/or refine methods and ideas to learn lessons and propel knowledge generation. The accumulation of new scholarship focused on young people's engagement was expected to eventually lead to changes in the practice of organizations, both through the PI's research and professional networks, and more broadly to other organizations. It was assumed that the PI would influence organizational practice based on: personal and professional relationships built prior to and during the research process; the extensive dissemination and knowledge sharing the research team conducted among local organizations in northern Uganda and at national and international conferences; and growing recognition of the researchers' expertise. In addition, it was expected that the research findings would resonate with

organizations working to support young people's voice and engagement.

National and Intergovernmental Policy

A pathway to influence *national and intergovernmental policy* pertaining to TJ processes began when the project sought to receive official permission from local, regional, and national agencies to conduct the research and raise awareness of the topic and objectives. It was expected that by taking an active approach to knowledge sharing, such as presenting at several national and international conferences, among other means of dissemination (e.g., publications, a press release, webinars, YouTube, etc.) targeted to a wide range of actors (researchers, NGOs, practitioners, governments, and intergovernmental organizations), these intended audiences would be able to access and use the research findings, principles, and methods. It was anticipated that partner organizations would draw on knowledge produced by the project during the review of the draft policy, which would facilitate use among government actors. Partnerships also supported alignment of other initiatives working with conflict-affected young people as a way to build the political will necessary to adjust policy. It was expected that governments using the research would adjust policy around young people's engagement in TJ processes to improve the process and approaches used in practice. Within a more facilitative policy environment, it was expected that practitioners' attitudes would be receptive to welcoming and supporting input and recommendations made by young people on how they would like to be engaged in the process. As a result, it was expected that more opportunities would be leveraged for young people's voices and perspectives to contribute to TJ dialogue, discourse, and decision-making, and eventually it would become the norm that young people play a greater role in these processes. The research project and active presence in the region was also expected to lead to opportunities to network and influence other processes. For example, the PI was invited to join a steering committee that developed what would become *The Kampala Recommendations on the Recovery and Reintegration of Children and Youth Affected by Armed Conflict*: a set of recommendations for civil society practitioners, international organizations, governments and national agencies, donors, and academics to promote best practices and facilitate collaboration around aspects of society and community, TJ, and child protection and participation following armed conflict (Doc15). It was expected that the Kampala Recommendations would be implemented in future TJ processes, whether in Uganda or elsewhere, and lead to changes in policy for better informed approaches, better implementation and support from practitioners, and ultimately greater participation of young people in dialogue and discourse. Hence, future truth-telling commissions and TJ processes would gain a fuller account of and be better equipped to support the meaningful reconciliation and healing for all people affected by conflict, including young people.

Assumptions

Assumptions were documented for each outcome and then aggregated to the project level on the basis of common themes. We make the distinction between theoretical and contextual assumptions. Theoretical assumptions are hypotheses about factors and mechanisms internal to the project that explain why a change is expected, while contextual assumptions are suppositions about the prevailing context within which a change is expected (Belcher et al., 2018). The ToC rests on the following theoretical and contextual assumptions:

1. Orientation to PAR would support frequent interaction and engagement with young people with the intention to co-develop and co-own research design and products to build relationships and trust necessary for success (theoretical);
2. As the project built on previous projects, it would be possible to leverage existing networks to make new and fortify existing relationships to support research uptake (theoretical);
3. The research would create an essential and unique opportunity for young people to participate in TJ processes that provided a beneficial experience to build capacity, and stimulate other processes (theoretical);
4. The research would demonstrate the value of engaging young people in post-conflict settings by testing and presenting best practices (theoretical);
5. Facilitating mutual learning processes through strategic partnership would generate benefits for all parties involved and improved practices (theoretical);
6. The project results, methods, and experiential learning would have diverse applications and be sufficiently rigorous to be taken seriously (theoretical);

7. Partners would be receptive to and develop an interest in applying results, methods, and experiential learning (contextual); and
8. Funding conditions are responsive and available to support continuity of the work because TJ was a new topic under discussion in Uganda, and offers a supportive political context (contextual).

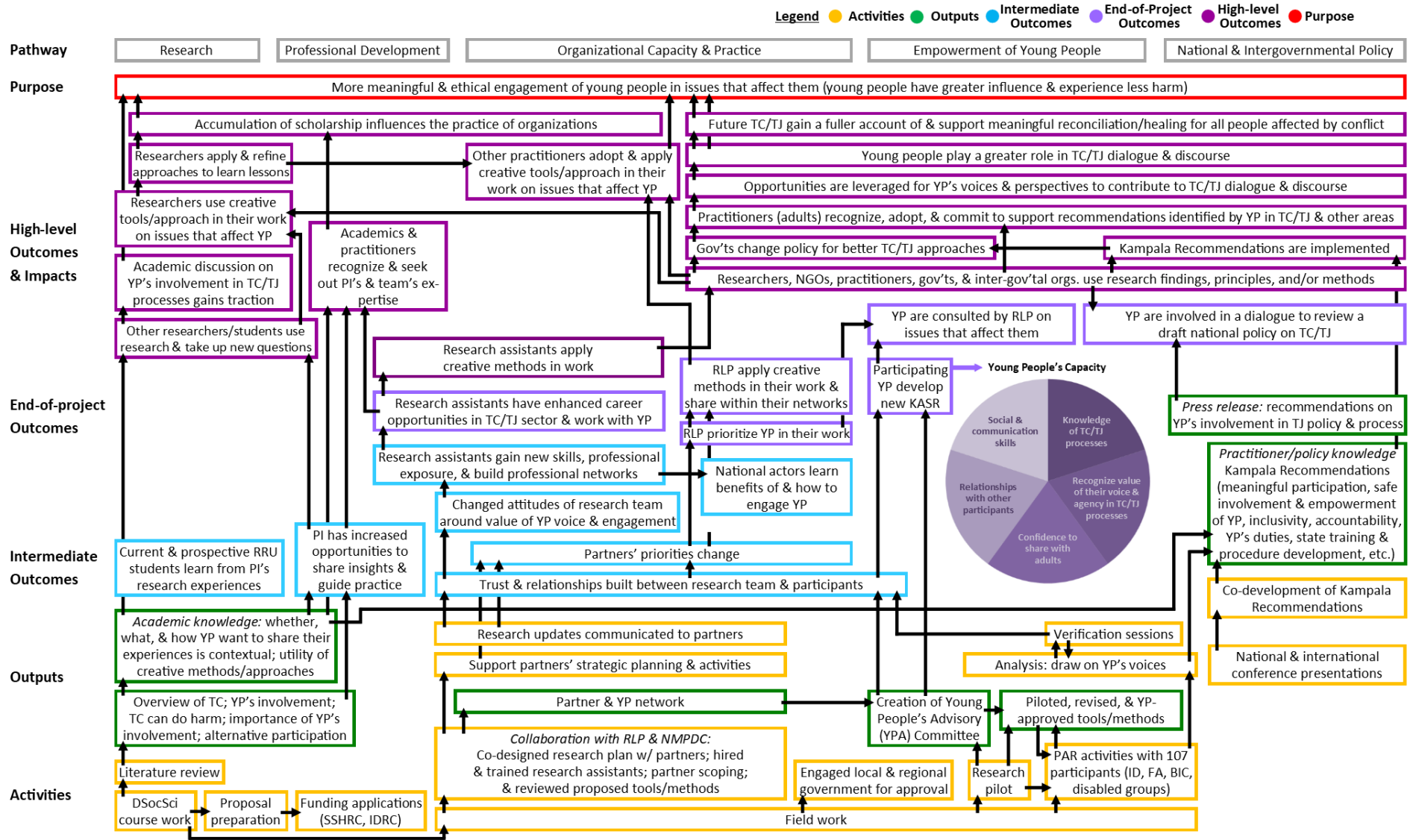


Figure 2. Elaborated Truth-telling Project Theory of Change

Results

Outcome Evaluation

To what extent and how were outcomes realized?

Extent of Realization

Detailed results and supporting evidence of outcomes are provided in Appendix 5. The project clearly contributed to the partial or full realization of all 17 intermediate and end-of-project outcomes. Most outcomes related to changes in knowledge of how to meaningfully and ethically engage young people affected by war or other situations of vulnerability (of those exposed to or involved in the project), and attitudes around the value of meaningfully and ethically engaging young people (of partners, local research team, governments, and researchers). Outcomes leading to the empowerment of young people included changes in social skills (of young people involved) and relationships between those involved in the project (of young people, partners, and the research team). Some changes in policy and organizational practice were observed and are likely to continue to materialize.

Respondents' ideas for project improvement focused on the *policy* and *organizational practice* pathways, with suggestions that the project should feed into broader discussions and action around implementation at multiple scales (Prac1, Prac3, Prac5, Prac6, Res9). This would require further testing of the tools and approaches, comparative analysis with other regions, and/or direct project engagement with policy-makers and are outside the scope of what was feasible for the project. The area of study is relatively new and, considering the purpose and objectives of the TTP, informants who commented on feasibility, felt that the PI did what could be done within the project's means (Prac1, Prac2, Prac3).

Participating young people were not available for follow-up interviews for this evaluation, so evidence related to these outcomes is limited to a survey administered by the TTP research team after the TTP concluded in 2014. We summarize the findings of the outcome evaluation in Table 3.

Table 3. Summary of project outcome assessment, supporting evidence, and consideration of contextual factors and causal mechanisms affecting outcome realization (see Appendix 5 for a more detailed assessment)

Results	Illustrative Evidence	
Outcome Assessment	Summary of supporting evidence for the assessment	Contextual factors and causal mechanisms affecting how the outcome was realized
Current and prospective RRU students learn from PI's research experiences Realized, clear project contribution [<i>intermediate outcome</i>]	Documents: Reflections from the PI's research experiences are documented in a book that compiles experiences from the first DSocSci cohort. Interviews: The PI currently teaches research methods at RRU and is frequently invited by colleagues to share their doctoral experiences with students.	Research skills taught and acquired at RRU are aligned with the skills expected of their faculty. The doctoral project helped expand the PI's research experience, and developed relationships with colleagues at the university. The PI had prior research and practical experience in the field that also contributes to the way in which these experiences are presented to students. Accreditation acquired through the DSocSci program was a positive factor in the PI's career trajectory.
PI has increased opportunities to share insights and guide practice	Interviews: The PI was invited to participate in the development of the Kampala Recommendations, the Sri Lankan truth commission panel, and academic webinars, where TTP knowledge and expertise were transferred. For example, the Sri Lankan conference clearly established	The PI generated and acquired opportunities both through their approach (strong focus on building relationships) to the research process and their professional experience prior to the research. The PI was successful at creating and capitalizing on opportunities to share insights and guide practice through active engagement in the topic of

<p>Realized, clear project contribution [intermediate outcome]</p>	<p>the importance of the role of children in TJ so that every TJ draft law on truth and reparations have a clear mention of the Rights of the Child.</p>	<p>youth engagement prior to, during, and after the project. They have been awarded these opportunities in part due to the doctorate accreditation acquired through completing the project. The Sri Lankan conference was attended by many experts, and changes reflecting the role of children in TJ were a collective effort.</p>
<p>Trust and relationships built between research team and participants Realized, clear project contribution [intermediate outcome]</p>	<p>Post-project Survey: The majority of participants noted they felt safe to share confidentially, and that they could seek assistance if needed. Participants described the research team as “respectful”, “humble”, “polite”, “jolly”, and “listen well”. Several participants commented that the “researchers made me happy”. Interviews: Members of the research team characterized the working relationship between the team and the participants as “family-like”.</p>	<p>The PI facilitated the process for trust-building by dedicating time and resources to training research assistants on participatory research and ethics. The nature of PAR activities and time set aside during the process built trust with participants. Participants perceived the research team to be respectful, indicating that the processes were carried out with due care for participants’ wellbeing.</p>
<p>Partners’ priorities change Partially realized, clear project contribution [intermediate outcome]</p>	<p>Interviews: One partner noted that the work influenced the approach to their work, they thought more about young people’s engagement in TJ, and have taken up some initiatives to address it as a result (e.g., organizing the Kitgum Festival, TJ curriculum review for secondary schools). Other partners did not comment on the specifics of how their priorities changed, but did note the emphasis on youth in their community-led initiatives.</p>	<p>Priorities and approaches to working are constantly in flux to respond to various factors including donor interests, research, and community demands and perspectives. Partners were strategically selected by the project as organizations that would have the potential to value and recognize the benefit of meaningfully and ethically engaging young people affected by conflict to support their overall mission or vision.</p>
<p>Changed attitudes of research team around value of young people’s voice and engagement Realized, clear project contribution [intermediate outcome]</p>	<p>Interviews: Members of the research team noted their involvement in TTP improved their understanding of working with young people that they did not have before (e.g., active listening, ethical considerations of working with young people, the dynamics and the importance of working with young people) that increased the perceived value around young people’s voice and engagement. Indicator: All research team members continue to work with young people in their professional careers in some capacity.</p>	<p>The research team went through a competitive hiring process, and part of the assessment for recruitment was the interest in working with young people. Candidates selected on that basis would have had a greater propensity for recognizing the value of young people’s voices and engagement, and perhaps a predisposition to advocacy for young people. Partway through the project, one of the research assistants left and was replaced.</p>
<p>Research assistants gain new skills, professional exposure & build professional networks Realized, clear project contribution [intermediate outcome]</p>	<p>Interviews: All research team members noted that the experience with the project was positive for them in terms of acquiring new approaches and skills (e.g., active listening, ethical considerations of working with young people, the dynamics and the importance of working with young people) to work with young people through their active participation in the research design and implementation. One team member participated in an international conference and publication following the project which added to their professional experience and networks on the topic.</p>	<p>The PI established a team of local researchers and allocated time to train them in participatory research methods and ethics. The PI treated team members as equal partners in the research, always seeking their validation and input to the design. This created a sense of ownership and pride over the work. Participation in the project involved new professional exposure and relationship-building with partner organizations. The research assistants also came to the project with enthusiasm, prior research experience, knowledge of the Ugandan context, and local networks.</p>
<p>Research assistants have enhanced career opportunities in the transitional justice</p>	<p>Interviews: One research team member co-presented the findings at an international conference with the PI. By working closely with the</p>	<p>The research project offered research assistants interested in working with young people and TJ the opportunity to gain experience. Research</p>

sector and work with young people Realized, clear project contribution [EoP outcome]	partner organizations during the project, one member of the research team was hired by one of the partner organizations. Indicator: Following the project, all members of the research team continued working with young people in issues related to TJ.	assistants had pre-existing interests in the topic. Partway through the project, one of the research assistants left and was replaced.
RLP prioritizes young people in their work Realized, clear project contribution [EoP outcome]	Interviews: Informants noted that the research influenced RLP's approach to their work. After the project, they thought more about young people's engagement in TJ and have taken up some initiatives to address it as a result, including a collaboration to pilot secondary school curriculum that integrates TJ. Website: RLP empowers young refugees through support groups as a way of enabling them to build the social support network they need to enhance their mental and psychosocial resilience to cope with and overcome their distress in exile.	Organizations' priorities and approaches to their work are constantly in flux in response to various factors including donor interests, research on a given topic, and community demands and perspectives. RLP's mission is to empower asylum seekers, refugees, deportees, internally displaced peoples, and host communities to enjoy their human rights and lead dignified lives; RLP was strategically selected as a partner because they had the potential to value and recognize the benefit of meaningfully and ethically engaging young people affected by conflict to support their overall mission or vision.
RLP apply creative methods in their work and share within their networks Realized, clear project contribution [EoP outcome]	Interviews: RLP currently applies creative methods and approaches that emulate the TTP in their work with young people. For example, drama is used to demonstrate refugee youth vulnerability to mental health issues. RLP has shared the methods through their participation in the Child Protection Working Group, the TJ working group, other CSO meeting platforms, and other TJ fora in Africa.	The project demonstrated the utility and versatility of creative methods when engaging young people to its partners. RLP has a member on staff that previously held a position that involved sharing and promoting creative methods to other organizations working with young people and TJ.
Participating young people develop social and communication skills Realized, clear project contribution [EoP outcome]	Post-project Survey: Participants appreciated the research activities and approach, and many commented about their ability to share their stories and talk to people after having participated in the project. Interviews: Both researcher and practitioner informants believed the main contribution of the project related to the benefits gained by young people participating in the research process.	The project provided young people with a unique opportunity to share their personal history that was highly relevant and meaningful to them. Participation using creative methods gave young people the opportunity to develop communication and social skills to express themselves on their own terms. Young people affected by conflict face psychological issues as a result of trauma that affects how they communicate and interact socially. In African culture, children are typically expected to be seen and not heard.
Participating young people develop relationships with other participants Realized, clear project contribution [EoP outcome]	Post-project Survey: Participating young peoples' responses to the survey indicated appreciation of the opportunity to share and meet other young people. Interviews: Members of the research team commented on the relational aspect of the research in that it supported a feeling of unity amongst participants, developed social networks and relationships, and was a positive experience for participants.	The project's engagement activities by their design and intent created space for relationships to develop, as participants were brought together in group settings on frequent occasions with an explicit objective to develop a sense of community in a safe environment.
Participating young people have confidence to share with adults	Survey: Participation in the research activities boosted participants' confidence to speak the truth with adults and with their peers. After	A goal of the project was for young people to recognize the value of their voice and agency, which was built into activities and discussions with participants. Through this recognition, participating young people

<p>Realized, clear project contribution [EoP outcome]</p>	<p>participating in the research activities, respondents described a new sense of courage and freedom.</p>	<p>gained confidence to share their ideas and thoughts with the project team and other participants throughout the research process. Opportunities to share in a safe space through the project helped develop participants' confidence to share with adults outside the project. TTP was facilitated in an inclusive, respectful, and sensitive way that was open to listening and hearing what and how young people wanted to share. In African culture, children are typically to be seen and not heard.</p>
<p>Participating young people gain knowledge of truth commissions/transitional justice</p> <p>Realized, clear project contribution [EoP outcome]</p>	<p>Post-project Survey: Participants learned about other countries' truth-telling processes, about what happened in the Ugandan conflict, where to go for support, and that they have the right to share their stories on their terms.</p> <p>Interviews: One of the project objectives aimed to increase participants' understanding of TJ, as many participants were not aware prior to the research.</p>	<p>The project actively sought to improve participants' knowledge of truth commissions and TJ processes. RLP is currently involved in a secondary school curriculum review at the national level in collaboration with the Ministry of Education to integrate TJ into the curriculum to expand the knowledge of truth-telling commissions and TJ processes to all young Ugandans.</p>
<p>Participating young people recognize the value of their voice and agency in truth commissions/transitional justice processes</p> <p>Realized, clear project contribution [EoP outcome]</p>	<p>Post-project Survey: Participating young people reflected after the research process that they believed everyone should be given the opportunity to share their experiences and they felt that opportunities for (participation in) TJ now exist for them.</p>	<p>The recognition of participating young people's voices and agency in truth commissions was encouraged through active listening and facilitation of culturally sensitive, respectful, and inclusive activities by the TTP to reinforce the importance of their voices. The activities facilitated meaningful and safe processes to collect individual stories and accounts of their experiences. In African culture, children are typically expected to be seen and not heard.</p>
<p>Young people are consulted by RLP on issues that affect them</p> <p>Realized, clear project contribution [EoP outcome]</p>	<p>Documents: RLP facilitated a workshop with government representatives, NGOs, academics, lawyers, and young people; the overall objective was to discuss and refine the draft TJ policy for Uganda.</p> <p>Interviews: RLP has continued to work with young people and think critically about how to do it in meaningful and ethical ways.</p> <p>Website: RLP has consulted young people on a wide array of issues including: TJ, mental health, peer pressure, sexual relationships, peace, accessibility to social services, and early marriage through their Media for Social Change Program.</p>	<p>The project's strategic partnership with RLP demonstrated the value of and principles to apply when working with young people, which contributed to a shift in priority for the organization to engage young people. However, donor interests also influence how RLP functions as an organization as they are accountable to the funds they receive.</p>
<p>National actors learn benefits of & how to engage young people</p>	<p>Interviews: The project was able to demonstrate the value of engaging young people regardless of the political situation by engaging with young people in a tense political climate on a sensitive issue. RLP led a line ministry training of government officials through which they channeled the research results in October 2013. Uganda's national TJ</p>	<p>TJ processes external to the project are ongoing in Uganda; for example, a TJ policy was under development and training workshops had been held with national actors. Relevant national actors present at a line ministry training workshop facilitated by a TTP partner organization to review Uganda's TJ policy would have likely learned of the benefits of and how to engage young people through</p>

<p>Partially realized, insufficient evidence for project contribution [intermediate outcome]</p>	<p>policy was reviewed by 20 young people who participated in the project in a process led by CSOs including RLP and ICTJ.</p> <p>Documents: Uganda's national TJ policy highlights some gaps to guide future policy (e.g., to develop policy on children born while mothers were in captivity of the armed groups). It is unclear the extent to which other national actors beyond those close to the project understand fully how to engage young people in this context, as there are no specific guidelines outlined in the transitional justice policy.</p> <p>Indicator: In June 2019, the Ugandan government committed to and approved a national TJ policy which includes the best interests of the child as a guiding principle, indicating a formal recognition of the benefit and value of engaging young people in national TJ processes.</p>	<p>participating. The cultural stance in Uganda on young people is typically to be seen, not heard, a perspective prevalent across African culture.</p>
<p>Young people are involved in a dialogue to review a draft national policy on truth commissions/transitional justice</p> <p>Realized, clear project contribution [EoP outcome]</p>	<p>Interviews: Partners discussed how the multi-stakeholder workshop and policy dialogue (which included young people who participated in TTP) led to the development of Uganda's national TJ policy.</p> <p>Documents: Uganda's national TJ policy was approved by the Ugandan cabinet in June 2019.</p>	<p>The policy dialogue was facilitated by one of the project partners. The dialogue involved some of the members of the young people's advisory who participated in TTP and some members of the research team. The Justice Law and Order Sector struck a committee in 2007 to develop a national TJ policy for Uganda and was in the process of consultations to develop the framework during the project, indicating TJ policy was on the political agenda.</p>

Figure 3 illustrates the extent to which outcomes have been realized.

Mechanisms of Realization Leveraged by the Project

The TTP leveraged a diversity of mechanisms of change that spanned across multiple impact pathways (Table 4).

Table 4. Mechanisms of outcome realization by pathway leveraged by the project using Belcher et al.'s (2019) classification

<i>Mechanism</i>	<i>Pathway</i>				
	<i>Empowerment of Young People</i>	<i>Research</i>	<i>Professional Development</i>	<i>Organizational Capacity and Practice</i>	<i>Policy</i>
Scientific knowledge increased/knowledge gap filled	✓	✓	✓	✓	✓
Methods developed and/or refined	✓	✓	✓	✓	✓
Knowledge co-produced	✓	✓	✓	✓	
Research agenda influenced		✓			
Alignment of research with parallel issues/initiatives				✓	
Capacity of actors in system improved	✓	✓	✓	✓	
Coalitions strengthened or created				✓	✓
Policy window opportunity realized					✓
Reputation leveraged or enhanced	✓	✓	✓	✓	✓

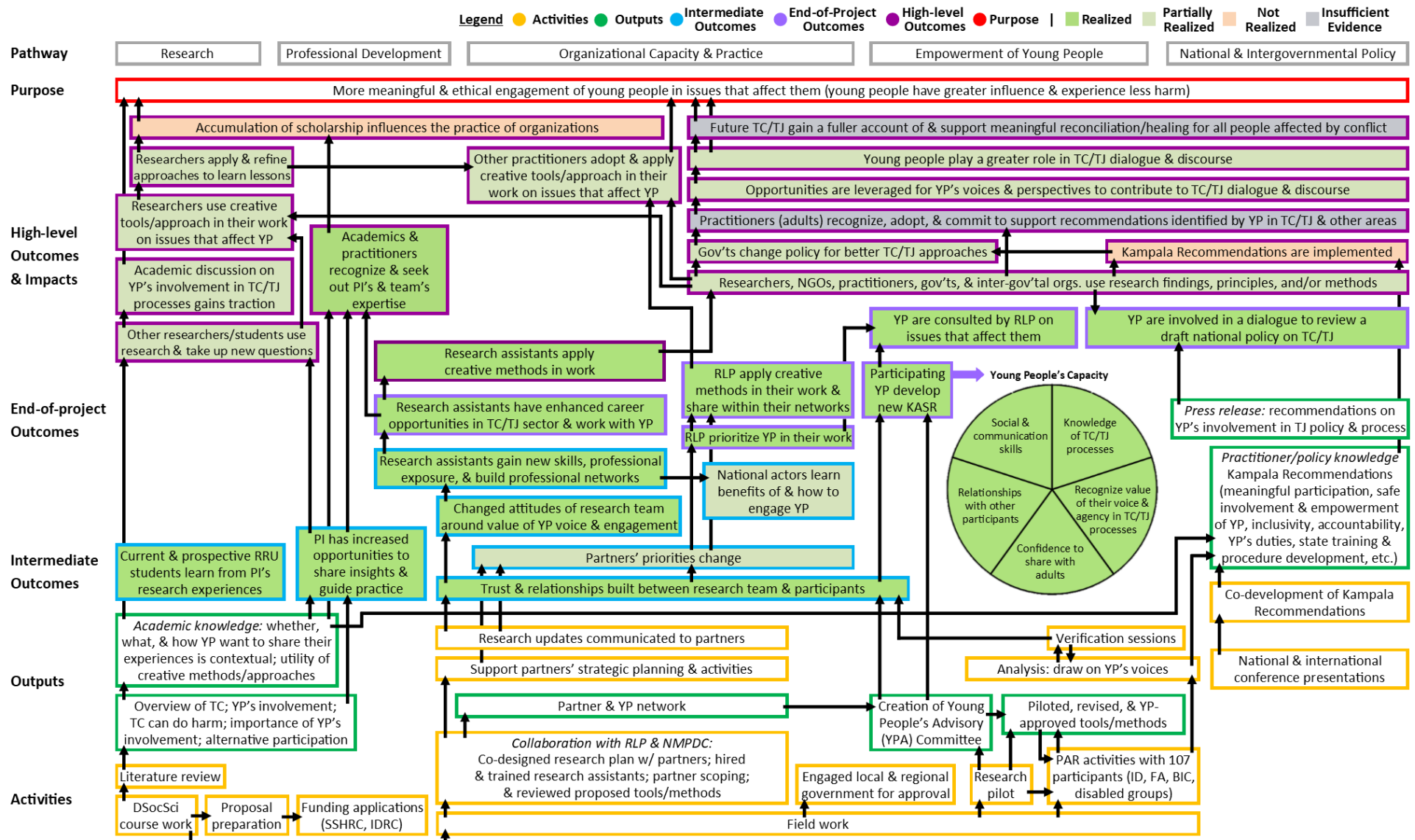


Figure 3. The Truth-telling Project Theory of Change, with outcomes colour-coded to reflect extent of outcome realization and degree of project contribution

Within the *empowerment of young people* pathway, the TTP was designed and implemented with an explicit objective to build the capacity of and provide experiential learning for young people. The project engaged 107 young people who experienced the northern Ugandan conflict to gather their perspectives about how they wished to be involved in truth-telling and TJ processes. The engagement approach was sensitive to ethical considerations for the participant group, and sought to integrate participants' perspectives into the design of research engagement activities to make it more meaningful and empowering. The project was reflexive and responsive to the wishes of the YPRA, local co-researchers, and local partners, which created a relevant and beneficial experience for these groups to take part. This increased the utility of the process and the products created by the research to ensure that participants had the opportunity to learn, develop skills, and had a sense of control over sharing their experiences (on their own terms). Through the TTP, the knowledge gap about how young people want to be involved in TJ processes was filled, and the methods developed to involve young people were co-owned, and therefore had an increased likelihood for application among actors within the project's direct sphere of influence (i.e., participants, partners, and the research team). To influence organizational capacity and change, the project strategically partnered with organizations that had mutual interest in effective TJ processes as well as the propensity to carry the work forward post-project. Many local TJ organizations in Uganda have a highly participatory approach to working in TJ, and particularly to working with young people. The TTP's collaborations aimed to reinforce the importance of and support these organizations' capacities to contribute to Uganda's future reconciliation and peace-building processes.

In the *professional development* pathway, the TTP built on the PI's prior expertise gained through their work with the International Institute for Child Rights Development (IICRD), and enhanced their expertise and reputation in the Ugandan context. The project created new opportunities for the PI to develop relationships, expand professional networks, and gain localized experiences to influence research and practice. This was a critical facilitating factor that enabled the PI to partner with organizations working in the context and build trust. Not only did the PI develop professionally through the project, but the local co-researchers also gained recognition that supported them to continue work in the TJ sector and with young people. The PI continues to make contributions to the meaningful and ethical engagement of young people on issues that affect them in diverse contexts, while other members of the research team have continued to work in Uganda and South Sudan on post-conflict truth-telling and TJ.

In the *research* pathway, the PI published and actively engaged academic audiences through conference presentations and webinars to share and promote the research findings and methods. Professional development through the TTP also enabled the PI to pursue a career in academia at RRU, where contributions to academic discourse around young people's engagement on issues that affect them has continued in new contexts (e.g., climate change, healthcare).

Within the *national and intergovernmental policy* pathway, the project co-produced knowledge to fill a relevant gap with young people about how they want to be involved in post-conflict truth-telling, built their capacities to be involved in post-conflict truth-telling and decision-making processes, and developed relationships with partners and other organizations to support the interests of young people affected by conflict. The research was timely, as Uganda's TJ policy was under development, and opportunities to influence these processes were more prevalent and accessible through partner organizations.

To influence intergovernmental and other national policies, the PI was invited to international conferences and panels where experts were brought together to discuss how to engage young people in post-conflict TJ processes. The PI received these invitations because of their reputation and experience working at IICRD as well as a result of the expertise acquired through the TTP doctoral research.

Alternative Explanations for Outcome Realization

The TTP is one intervention among many working to promote young people's meaningful and ethical engagement on issues that affect them. To account for complexity within the Ugandan and wider international TJ systems, other interventions and contextual variables influencing the extent of outcome realization and how they are realized are reviewed below.

Other factors influencing the empowerment of young people include their participation in educational opportunities, extra-

curricular activities, and other interventions from government, NGOs, and researchers both at an international scale and in Uganda. These initiatives provide support to young people affected by conflict and advocate for their voices and agency in TJ processes (Res9). For example, the international community has funded organizations to establish rehabilitation centres for former child soldiers in Uganda. The rehabilitation centres collect and provide information related to who was affected, how, and what happened (Prac1). IICRD and other organizations working internationally advocate for children's voice, but there is not much cohesion at the subnational, national, or international levels worldwide (Res10). These initiatives contribute to young people's empowerment through advocacy and activities supporting children's voice. Conversely, there are factors reinforcing young peoples' fears or reluctance to share or see value in sharing their stories, ultimately disempowering them. For example, young people who have had a negative experience themselves or have witnessed others bad experiences may not be willing to participate. (Res3, Res7).

Organizations operating in Uganda's TJ sector are affected by both internal and external factors. Organizational practice, for example, is responsive to changes in the context. Donor interests were noted to have a significant influence on organizational practice, particularly with respect to the implementation of interventions (Prac3, Prac7). Organizational capacity is likewise determined by the experience of its staff, its responsiveness to the context, and learning from implementing interventions (Prac5, Prac7). For example, TPO Uganda has concluded that arts-based methods are effective for engaging young people through their own monitoring and evaluation (Prac7). This is indicative that the TTP's local partner organizations already have a community-based approach to their work.

While the TTP made a significant contribution to the knowledge base, there were other researchers working on similar topics, both in Uganda and beyond, at the time of the TTP. Many of these researchers have similar goals as the TTP, and their work is ongoing. For example, other researchers employ creative methods because of their own interest and the perceived appropriateness of the method for working with young people (Res1, Res7, Res8). As a result, these researchers may also have had an influence over organizational practice and policy in Uganda. As one informant cautions, there is also a competing discourse in research that views youth negatively: *"while we are having these conversations on supporting children meaningfully in post-conflict, there are other conversations going on with evidence being marshalled that portrays youth very much as one of the greatest threats in the age in which we live, so I think it is important to take that into consideration because it's not as if all of this is unfolding in a very positive way, there are threats to the work that's going on that are coming from other academic sectors, thinking about other players"* (Prac3).

Policy processes are complex. Other factors influencing Uganda's national policy are the activities undertaken by proponents for and opponents against progress to the political and legal frameworks for TJ. For example, individual advocates have presented the needs of children in TJ to parliament (Res7). International commitments play a role as well. For example, Uganda has ratified several international commitments guaranteeing children's participation rights in the peace-building context. These include the International Campaign to End Violence against Children, the Convention on the Rights of the Child, and the African Charter on the Rights and Welfare of the Child. The unanimous adoption of United Nations (UN) Resolution 2250 in 2015 to increase representation of youth in decision-making at all levels has also played a key contributing role to increase recognition of youth autonomy globally. These commitments would have also played a complementary role in influencing the localization of support (i.e., emphasizing the importance of handing over power to the community, taking seriously the task of listening to young people, strengthening young people's agency and enabling community-based initiatives and action) (Doc6, Doc13, Res2, Res3). The African Union adopted a TJ policy in early 2019, ahead of the Ugandan parliament's passing of the long-awaited national policy that had been under development since 2006 (Doc18).

However, getting government support can be challenging. Uganda's current government has been in power since 1986. Informants noted a lack of political will stagnating progress on the issue (Prac1, Prac3, Res4, Res7). Informants attributed this barrier to political leaders' resistance to the truth. Despite lots of knowledge being generated about the conflict, there is little acknowledgement of the facts, responsibilities, and consequences of what happened during the 20-year long LRA conflict (Prac3, Prac6). Furthermore, while progress has been made in some areas as measures have been developed (e.g.,

the Kampala Recommendations, national TJ policy), they remain largely unimplemented to date (MacDonald, 2019).

Were project assumptions sustained?

Project assumptions underpin why the project as designed and implemented would contribute to social change. Seven of the eight assumptions are sustained based on available evidence (Table 5). The project used theoretical principles of PAR, stakeholder engagement, and partnership, which helps explain why the project was successful at achieving outcomes. Social change was a deliberate intent of the TTP that was explicitly integrated in the research activities and therefore more likely to manifest during the project and following its conclusion.

Table 5. Project assumptions assessment

<i>Assumption</i>	<i>Result</i>
Theoretical: Orientation to PAR supported frequent interaction and engagement with intended young people with the intention to co-develop and co-own research design and products to build relationships and trust necessary for success	Sustained. Informants perceived the inclusive research approach to be beneficial for the participants. Informants believed the TTP's PAR approach created a higher likelihood of investment in the project from partners, participants and the team, as a result of the trust and relationships developed through participation in a project that actively facilitated co-ownership.
Theoretical: As the project built on previous projects, it was possible to leverage existing networks to make new and fortify existing relationships to support research uptake	Sustained. Partnerships were supported by leveraging previous relationships and networks. Partnerships and collaborations were perceived to have worked well, and assessments demonstrate research uptake among partners (creative methods, principles and importance of engaging young people).
Theoretical: The research created an essential and unique opportunity for young people to participate in TJ processes that provided a beneficial experience to build capacity, and stimulate other processes	Sustained. All outcomes pertaining to young people's capacity were realized. Capacity-building was an explicit goal of the research, and was deliberately planned into activities. The project facilitated a safe space and a new opportunity to build capacity for participants. Informants believed that young people's capacity would not have been built had the project not taken place.
Theoretical: The research demonstrated the value of engaging young people in post-conflict settings by exposing an exemplary model and the value in context	Sustained. Prior to the research, young people's engagement, particularly in TJ in the Ugandan context, was trivial. Informants commented that the TTP's approach to facilitating young people's own agency and demonstrating the value in doing so was not a typical approach.
Theoretical: Facilitating mutual learning processes through strategic partnership generated benefits for all parties involved and improved practices	Sustained. Mutual interest and learning were critical for the TTP to build successful collaborations within and beyond partner organizations in Uganda.
Theoretical: The project results, methods and experiential learning had diverse applications and were sufficiently rigorous to be taken seriously	Sustained. The TTP upheld scientific rigour in its methods. The project's products and process have been applied and used. Project results and methods have been published in peer-reviewed journals to satisfy academic rigour and contribute to the proliferation of research regarding young people in post-conflict settings. Project results, methods, and experiential learning have been carried forward by local research assistants who continue work with young people in TJ. Partners have facilitated young people's contributions to policy processes.
Contextual: Partners were receptive to and developed an interest in applying results, methods, and experiential learning	Sustained. Partners already have an orientation to facilitating and supporting community autonomy and initiative and have a reflexive approach to adapting interventions for effectiveness. There is no evidence to suggest that partners were resistant to applying the TTP's results, methods, and experiential learning.
Contextual: Funding conditions were responsive and available to support continuity of the work because TJ was a fresh topic under discussion in Uganda, and offered a supportive political context	Not sustained. Funding is important and necessary to sustain and continue progress, but remains a barrier and a challenge for certain activities. Political will among governments on this issue was also viewed as a key challenge.

PAR has deep roots in social change theory. Its fundamental principle is to understand the world by trying to change it collaboratively and following reflection (Reason & Bradbury, 2008). The TTP upheld this principle by trying to change the

way in which young people are engaged on issues that affect them. Both the TTP's inclusion of young people in project design and the development of a contextually appropriate engagement model aligned with this principle. Not all participation is empowering (Arnstein, 1969); however, the high degree of perceived realization with respect to improving participants' capacities suggests the TTP facilitated empowering citizen participation by encouraging shared control over the process. PAR is an emergent and pluralistic orientation to knowledge-making that is responsive to its context and needs (Chevalier & Buckles, 2013). Its democratic, equitable, liberating, and life-enhancing approach to inquiry through decision-making power-sharing makes PAR distinct from other qualitative methods (MacDonald, 2012). It is clear from documentation and informants' comments that the TTP upheld the principles of PAR.

Similarly, stakeholder engagement, the process by which people affected by decisions are involved, provide input, and foster space for shared decision-making, also helps explain why the TTP successfully supported the empowerment of participating young people. Participants were actively involved in making decisions throughout the research process about how they want to be engaged in the research project, which had a primary purpose of understanding the ways in which young people could be engaged on issues that matter to them. Stakeholder engagement can increase the quality and durability of decisions, result in increased public trust in decisions, and enhance the rate of diffusion of innovations while assuring that local needs are met (Dryzek, 2010). Self-efficacy theory explains choices in behaviour. People tend to participate in and undertake tasks they believe they have the capacity to accomplish. As such, the project's approach facilitated what Zimmerman (1990) refers to as "learned hopefulness" (p.71) through genuine inclusion of young people affected by conflict in the research process. Learned hopefulness suggests that empowering experiences provide opportunities to learn skills and a sense of control, which can limit the debilitating effects of traumatic events. By providing an opportunity for participants and the research team to learn skills and develop a sense of control, the project effectively augmented participants' self-efficacy to participate in future post-conflict dialogues, in a way that was co-owned in its design and mitigated risks of re-traumatization. According to Booles (1967), if the environment provides an opportunity for new behaviours to manifest, and new behaviour is rewarded, it will most likely persist. The project facilitated social learning through the encouragement of behaviours (e.g., speaking up, articulating how they want to be engaged) that contrasted social norms faced by young people in Uganda (i.e., to be seen and not heard) (Prac1, Prac8). The young people who later participated in the draft national TJ policy development are evidence of Booles' (1967) theory in action, as they applied communication skills gained from the TTP in their contributions to the draft policy.

By identifying, developing, and leveraging partnerships and networks for collaboration in Uganda, at RRU, and in the international child protection practitioner realm, the TTP was able to contribute to changes in the wider context of young people's engagement within and beyond Uganda. In theory, partnerships are successful when all partners engage with: focus (common goals, shared interest), values (culture, trust, societal norms), equity (recognition for different capacities, sharing resources, inclusion), benefits (reciprocal, skills generation, rewarding experience, knowledge exchange), communication (transparent, open, honest, consistent), leadership (delegation of roles, responsibility, management, accountability), and resolution (resolve, determination, conflict resolution) in relation to the operational and relational aspects involved (Larkan et al., 2016). In the research partnerships fostered by the TTP, there was a common understanding and focus, value alignment, strong communication and project management, accountability, as well as knowledge sharing, capacity-building, and reciprocal benefits among the research team, participants, and partners. An effective research partnership allows access to new resources that can increase the quality and efficiency of the research process, products, and uptake (U15 Group of Canadian Research Universities and the Business/Higher Education Roundtable, 2016). The TTP facilitated a mutually beneficial partnership where the PI brought knowledge resources, skill-, and capacity-building that would be useful to the organizations and young people involved, and partners reciprocated by providing access to communities, field staff, and financial resources to convene actors for a final workshop. Likewise, the TTP benefited from the PI utilising their existing researcher and practitioner networks, particularly for the research advisory committee. Rockler et al. (2019) demonstrated that coalition functioning is significantly enhanced with a greater degree of researcher collaboration (by strengthening networks or partnerships) in community-based research projects to address problems of mutual interest. It is reasonable to expect these collaborations would contribute advocacy for engagement of young people in TJ, truth commission processes,

and corresponding decision-making in Uganda, as well as more broadly, and thereby contribute to higher-level outcomes and impacts. However, it was noted that there was scope for the PI to target and expand networks to facilitate knowledge mobilization of the TTP findings to researchers and practitioners who would find these outputs relevant (Res4). It was also thought that there is value in more intentionally disseminating through networks where issues and findings within the TTP are cross-cutting; for example, former child soldier rehabilitation, children with disabilities, and young people's mental health. Such strategic outreach could support the integration of relevant but currently disconnected sectors (Res3).

Could the outcomes have been realized in the absence of the project?

Informants had strong perceptions that the contributions of the project were significant. Respondents reflected that the participants, partners, and local context would have been worse off without the TTP, particularly as the project's activities were complementary to other initiatives with similar objectives (Prac1, Prac2, Prac3, Prac4, Prac5, Res1, Res2, Res3, Res7). Therefore, in a hypothetical scenario without the project, informants did not believe the outcomes would be realized to the same extent, particularly with respect to the young participants' experience and capacity, as well as adult perspectives on engaging young people. Considering the hypothetical nature of the question, all responses should therefore be treated as speculative.

The project provided a unique opportunity and genuine engagement experience for young people that was timely and highly relevant to the context. Most respondents recognized the importance of the project for providing a platform for young people's voices to be heard, building young people's capacity, catalyzing the conversation around young people's engagement in post-conflict truth-telling in the northern Ugandan context, and subsequently stimulating action (Prac1, Prac2, Prac3, Prac4, Prac5, Res1, Res2, Res3, Res7). In the absence of the project, it was noted that an important building block of knowledge about how young people want to and can be engaged post-conflict would be missing, as the project acted as a model and an example of successful engagement approaches. Informants also believed that the rich experience and genuine engagement for the participants of the project would not have happened to the same extent: *"I think there still would have been some inclusion of young people, meaningful inclusion of young people in the truth and reconciliation commission because UNICEF would have ensured that to a degree, but I don't think it would have been as rich in experience, particularly for the young people themselves in [the] study, but the findings that I think have led to a deeper level of engagement, a more honest level of engagement with young people in Uganda"* (Prac3).

The extent of young people's involvement in the drafting of Uganda's TJ policy would have been less, as the project provided partners with key evidence and experiential learning of the value of and how to engage young people, and those partners supported and facilitated the involvement of young people in the policy discussions that took place. As one informant notes, *"there would be no genuine engagement of young people, the conversation [in Uganda] would be led by elders on behalf of young people"* (Prac4) in the absence of the project.

Were there any unexpected outcomes?

There were few unexpected outcomes, which is in part an artefact of the ToC's retrospective development, which can make the distinction between expected and unexpected outcomes difficult to discern. That is, most outcomes had already materialized when the ToC was documented, so they do not present as "unexpected". This is also partly explained by the flexibility of the TTP; the project was designed and implemented to generate and capitalize on opportunities to realize positive outcomes, but exactly how those outcomes would manifest was not exactly clear. For example, the PI's participation in the development of the Kampala Recommendations was not anticipated at project inception, but the PI did intend to influence the Ugandan and international policy arenas. Most unexpected outcomes were positive and pertained to new approaches as a result of knowledge and skills gained through the research process, while negative unexpected outcomes are a result of differing perceptions and experiences with the intensive engagement and research activities. Research assistants, participating young people, and the shape of further work in TJ have been influenced in unexpected ways by the project (i.e., not documented in the retrospective ToC).

One of the research assistants attributed their ability to effectively work with young people, including with their own child,

to the project (Prac2). While it was anticipated that the skills pertaining to how to meaningfully engage with young people would be applied in research assistants' future professional work, how these skills could transfer to parenting approaches was not expected. Another research assistant came to Canada to pursue a diploma in Global Leadership as part of their continuing professional development instigated by the TTP, which was unexpected (Res11). This opportunity and realization were without the project.

In addition to the social and communication skills gained, knowledge of TJ processes gained, relationships developed, recognition of the value of their voice and agency in TJ processes, and confidence to share their experiences with adults, participating young people developed problem-solving and coping skills. When surveyed at the end of the project, young people commented on the research activities influencing their ability "*to handle certain things*" (Survey1). Furthermore, other respondents commented that they gained knowledge about the history of the war through sharing and hearing diverse experiences during the research activities with other participating young people. They claimed to "*have knowledge about the past [...] learned things that happened in the past [...] know what other people went through [...] what the war in Northern Uganda brought*" (Survey1).

The TTP contributed to the direction of Uganda's TJ education through one of its partners. Following the project, one of the research assistants who was hired by RLP led collaborative work on young people and TJ with the government (Prac1, Prac3, Prac4). Uganda is currently undergoing a curriculum review for secondary schools, with the intent to integrate information about TJ processes into the curriculum. RLP has been heavily involved in supporting this curriculum development, as well as a pilot for the new/revised curriculum.

Are the higher-level changes likely to be realized?

All higher-level changes identified in the TTP ToC have the potential to be realized. At the time of the evaluation, there was evidence indicating that eight high-level outcomes have begun to or already been realized (Table 6, see Appendix 5 for more detailed results). For the remaining high-level outcomes, realization of antecedent outcomes (i.e., intermediate and end-of-project outcomes) shows promise for future changes to manifest. Some high-level outcomes will take time to manifest as they are dependent on ongoing processes or factors beyond the scope of the TTP.

The TTP makes a compelling case to engage young people in an ethical and meaningful way, gather young people's input on how they want to be engaged, pilot the engagement methods, and empower participants during the process. As a result, some high-level outcomes within the pathways of *young people's empowerment* and *professional development* have preliminary evidence suggesting realization with a clear project contribution. High-level outcomes in the *policy* pathway are largely contingent on the results of policy implementation which has not yet occurred. In the *academic* pathway, some evidence suggests that scholarship alone is not enough to influence the practice of organizations (Prac3, Prac5, Prac6). In the *organizational capacity and practice* pathway, there is insufficient evidence to conclude how other practitioners have come to adopt and apply creative tools/approaches in their work on issues that affect young people beyond those who worked closely with the PI. It is plausible that the project had influence through various research and practice channels accessible through the PI's professional networks and the sphere of influence of the project.

Table 6. Higher level outcome assessments

Results	Illustrative Evidence	
Outcome Assessment	Summary of supporting evidence for the assessment	Contextual factors and causal mechanisms affecting outcome realization
<p>Researchers, NGOs, practitioners, governments & intergovernmental organizations use research findings, principles, and/or methods</p> <p>Partially realized, clear project contribution</p>	<p>There is evidence that all groups are using the research findings, principles, and/or methods in some capacity.</p> <p>Documents: Researchers are using the research findings, principles, and/or methods to inform their work on child rights.</p> <p>Interviews: Practitioners and NGOs close to the project are using the principles to guide their engagements with young people. JLOS in Uganda has adopted the principles. Partners are using the methods.</p>	<p>The PI published and presented at many conferences (15 conferences during the course of the research, and 9 post-project) that brought together diverse audiences of practitioners, governmental agencies, and scholars. This contributed to increased awareness of and accessibility to the research among target audiences.</p> <p>Other community-level research is ongoing and complements the TTP's findings, principles, and/or methods (e.g., IICRD, independent research). There is academic discourse creating a negative narrative around the potential risks around young people's involvement, claiming young people pose threats.</p>
<p>Governments change policy for better TJ/TC approaches</p> <p>Partially realized, clear project contribution</p>	<p>Some governments have changed policy since the project concluded (Sierra Leone, Timor-Leste, Uganda), but the process has been slow.</p> <p>Documents: Uganda is referred to as a "glimmer of hope", indicating the country has made positive progress in the establishment of new mechanisms redressing the mental wounds of war-affected young people and communities relative to neighbouring countries.</p> <p>Interviews: The PI contributed to the Kampala Recommendations, Uganda's national TJ policy framework (approved in 2019), and the establishment of the Sri Lankan truth-telling commission.</p>	<p>Opportunities for participation in advising the Sri Lankan truth-telling commission were facilitated by the PI's experience in the field and acquired through the research process and prior work with IICRD. Strategic partnering with a local organization that had the capacity to facilitate and move policy discussions forward with the young people involved in the project supported policy change in Uganda.</p> <p>Governments will change policy if there is an available solution to an issue that is high on the political agenda. This depends on the unique context of the country, or intergovernmental organization.</p>
<p>Practitioners (adults) recognize, adopt & commit to support recommendations identified by young people in TC/TJ and other areas</p> <p>Insufficient evidence</p>	<p>Evidence of this commitment is limited to the principled adoption of best interests of the child in the Ugandan national TJ policy. Local organizations in Uganda have seen increased commitments to supporting recommendations identified by young people in TC/TJ, and the PI has continued to champion approaches that support this outcome through other work with young people on issues including healthcare and climate change.</p>	<p>The TTP highlights the importance and need for adult recognition and adoption of young people's input in truth commissions and TJ. External pressure from ICTJ, UNICEF, and the UN may also contribute to this change process. The PI continues to advocate and work toward this outcome by facilitating processes for young people in other areas (e.g., climate change, healthcare).</p>
<p>Opportunities are leveraged for young people's voices and perspectives to contribute to TC/TJ dialogue and discourse</p> <p>Partially realized, clear project contribution</p>	<p>Interviews: Some opportunities have been leveraged in Uganda for young people to contribute to truth-telling and TJ dialogue and discourse through the work of the TTP's partner organizations (e.g., the Kitgum Festival, other events).</p> <p>Indicator: Some of the TTP participants had the opportunity to inform Uganda's TJ dialogue and discourse via their contributions to the draft national TJ policy.</p>	<p>The TTP facilitated the opportunity for 107 participating young people to gain skills and simulate sharing their voices around TJ dialogue and discourse in Uganda. The TTP partnership with RLP also facilitated the opportunity for young people involved in the project to participate in policy dialogues regarding TJ.</p>

Young people play a greater role in TC/TJ dialogue and discourse Partially realized, clear project contribution	Interviews: Young people in Uganda are increasingly playing a greater role in truth-telling/TJ dialogue and discourse through participation at conferences and consultations. Uganda's national curriculum review to incorporate elements of truth-telling/TJ is expected to support further participation and build capacity. Indicator: 20 TTP participants had the opportunity to participate in Uganda's draft national TJ policy.	A member of the research team continues to support young people's engagement in truth-telling/TJ dialogue through their role on the committee responsible for the national curriculum review and by advocating for integration. Many human and child's rights advocates and international initiatives are underway to support the rights of young people affected by war.
Kampala Recommendations are implemented Not realized	Interviews: The Kampala Recommendations have not been implemented to date, but practitioners believe they are valuable and have potential to be adopted in future TJ processes.	The Kampala Recommendations neither had a prominent champion nor a sustainable campaign following their development. It was believed by one informant that there was not enough global representation within the audience to ensure implementation at a global scale.
Future TC/TJ gain a fuller account of and support meaningful reconciliation/healing for all people affected by conflict Insufficient evidence	Realization depends on how policies are implemented, and how processes are facilitated and experienced by victims of war. Indicator: In principle, the national TJ policy framework in Uganda has committed to protecting and encouraging the participation of victims to the extent possible.	The TTP facilitated ongoing local processes that were led by young people; this is expected to have the potential to significantly contribute to the kind of meaningful and ethical truth-telling required for peace-building. Whether all people affected by a conflict are classified as victims depends on policy definitions.
Research assistants apply creative methods Realized, clear project contribution	Interviews: Members of the research team continue to apply creative methods including drama, art, dance, and videography in their current work with young people.	By participating in the project, members of the research team became aware of and develop their skills to apply creative methods. However, the project is not the only contributing factor: exposure through watching other peace demonstrations and events in Europe and America led to the inspiration to bring the same kind of joyful experience to their own country. Young people also sometimes request the use of creative methods, which is gathered through community engagements and a common way of working for practitioners in the field.
Other practitioners adopt and apply creative tools/approach in their work on issues that affect young people Partially realized, clear project contribution	There is limited evidence beyond the practitioners with whom the project or the PI directly engaged. Given the proliferation of creative tools and approaches used in work with young people, and the fact that the methods continue to be championed by the PI in different contexts, it is reasonable to expect that this outcome may be realized in the future.	While the TTP demonstrated the utility of creative tools and methods for working with young people, other practitioners have made use of these kinds of methods through their experiences of observing low attendance rates among youth in activities, and recognized the need for new strategies to create uniting activities for peace-building. The PI continues to apply and champion the use of creative tools and approaches in work with young people on issues that affect them in different contexts with other practitioners.
Academics and practitioners recognize and seek out PI and team's expertise Realized, clear project contribution	Interviews: Informants within the PI's professional networks commented on the PI's depth of experience brought to both research and practice. Informants have also sought out collaborations to utilize the PI's expertise in how to work effectively with young people.	The TTP provided an opportunity for the research team to further develop skills, increase professional exposure, and become recognized as experts by academics and practitioners working in peace-building and young people's engagement.

	Indicator: The PI acquires a research and teaching position at RRU. Research assistants continue to work in the field of peace-building and young people's engagement.	
Other researchers/students use research and take up new questions Partially realized, clear project contribution	Documents: The study was noted to have raised a number of unanswered questions to be explored in future research, including applying a gender dimension to future research. Indicator: The dissertation is cited in a 2018 RRU student dissertation that explores the gender component.	Researchers actively seek new and relevant information to their inquiries. The project's tailored products are diverse and accessible, and areas for further inquiry were identified in the dissertation.
Academic discussion on young people's involvement in TC/TJ gains traction Partially realized, clear project contribution	Interviews: The area of research is still under-developed and evolving. Indicator: Results from a Scopus analysis using keyword search indicate that five documents have been published on the topic since 2015 (year following project-end). Prior to 2015, there was no literature published on the topic.	The PI correctly identified a gap in the academic literature on this topic. Two of the research team members have produced most of the five academic publications on the topic since 2015.
Researchers use creative tools/approach in their work in issues that affect young people Partially realized, clear project contribution	Evidence of uptake is limited to researchers within the PI's networks and those closest to the project. These individuals made connections to the TTP.	Use of creative tools in work with young people has been deemed appropriate by other scholars in the literature. Researchers are also driven by their interests and disciplinary orientation to use certain methods.
Researchers apply and refine approaches to learn lessons Partially realized, clear project contribution	Evidence of realization and project contribution are limited to the PI's networks and those closest to the project. Interviews: Researchers have applied similar research approaches to those of the TTP and were reflective of the lessons they have learned in their own processes.	Researchers design approaches according to their own orientation, research objectives, and familiarity and experience of methods.
Accumulation of scholarship influences the practice of organizations Not realized	It is reasonable to expect that organizations that use scholarship to inform their work will be influenced, though some do not consult scholarship when planning activities. Interviews: Practitioners determine the utility of information by assessment of relevance of the information to the task at hand. One informant noted a disconnect between community-level, policy-level, and academic-level understandings of TJ.	Changes in organizational practice depends on the perceived relevance of the scholarship to organizational functioning in context, and what kind of information organizations seek out.

Project Assessment

What elements of the research design and implementation supported outcome realizations, and how?

Overall, the TTP's design and implementation align with principles and criteria of relevant, credible, legitimate, and effective research, and the project produced knowledge that is useful and used (QAF results and justifications for the project assessment can be found in Appendix 7. Quality Assessment Framework). Based on our assessment, all QAF criteria were considered by the research team and were fully satisfied (Figure 4). The evaluators' scores of the TTP were unanimous.

Such consensus is unusual in our experience (Belcher et al., 2019). As all criteria across the four principles were fully satisfied, the discussion will be framed by the elements of the TTP's design and implementation highlighted by interview informants as critical to project success. Connections will then be made to how these elements supported outcome realization.

Informants described the TTP as ethical, participatory, and beneficial to the young people involved (Prac1, Prac2, Prac3, Prac4, Prac5, Prac6, Res1, Res2, Res3, Res4, Res5, Res6, Res7, Res10, Res11). Appropriate contextual engagement for a socially relevant problem, planning for outcomes, genuine and explicit inclusion, effective collaboration, ethical research practice, appropriate PAR methods, and capacity-building were identified to be critical to the TTP's success. These aspects in particular ensured relevance, credibility, legitimacy, and effectiveness in the research process, the knowledge produced, and outcome realization.

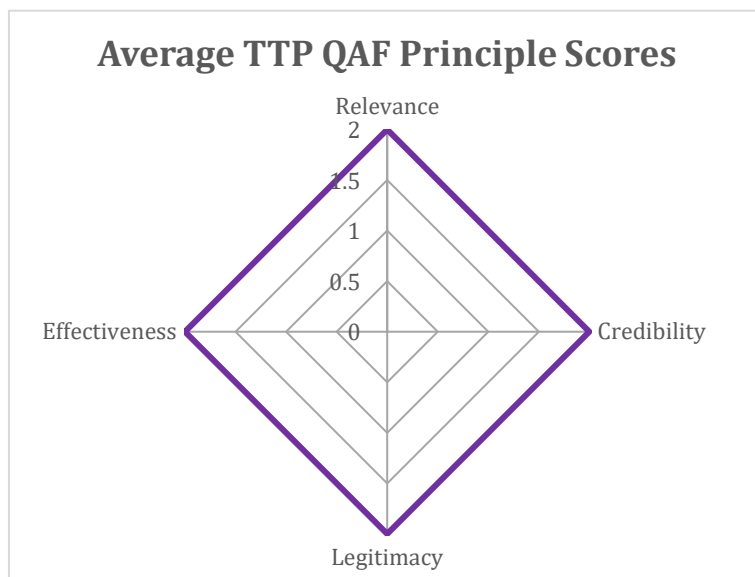


Figure 4. Scoring of the TTP against QAF principles of *Relevance*, *Credibility*, *Legitimacy*, and *Effectiveness* (0 = the criterion was not satisfied; 1 = the criterion was partially satisfied; and 2 = the criterion was fully satisfied).

Building Relevance

Figure 5 presents scores for criteria under the *Relevance* principle. The project effectively engaged with the problem context to define and address a socially relevant problem, and approached project implementation appropriately with an explicit theory of how the project would contribute to social change. According to informants, these aspects in particular made the project process and findings relevant for participants, partners, and other stakeholders.

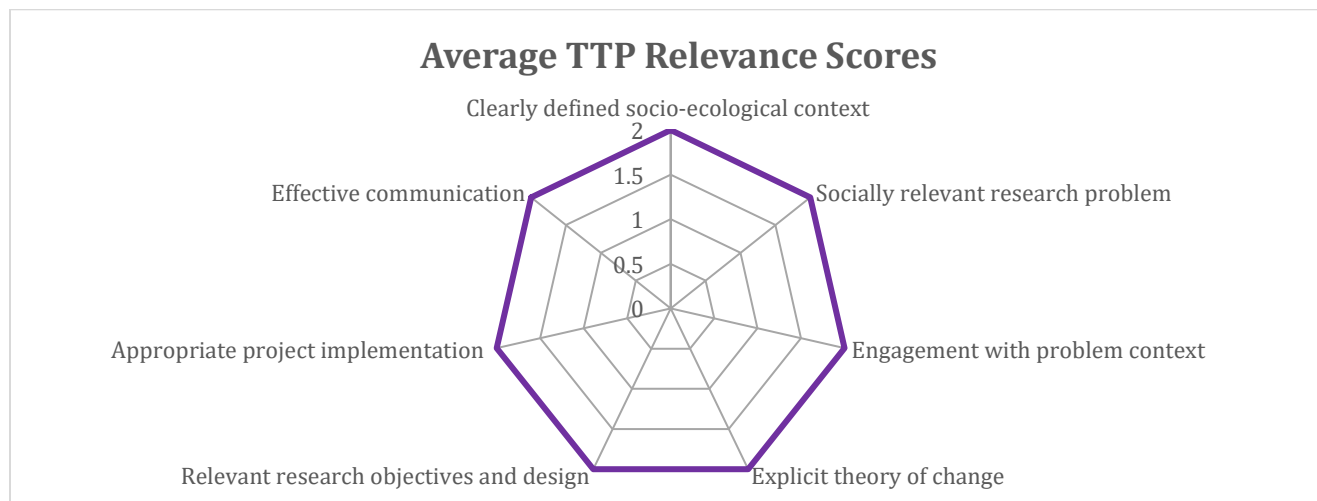


Figure 5. Project satisfaction of relevance criteria.

Effective engagement with the problem context: The PI had previous experience in Uganda, ten years of professional experience with IICRD (i.e., developing frameworks to meaningfully engage young people in truth-telling processes in collaboration with UNICEF), and experience advising the Sierra Leone Truth and Reconciliation Commission on how to involve young people. As a result of lengthy and intensive prior experience, the PI brought expertise and knowledge of the

problem context to the doctoral project (Prac3, Res2). As part of the project inception, the PI networked with local researchers (who were knowledgeable about the conflict) and organizations working on the topic to expand the TTP's potential to influence the local context in Uganda (Prac1, Prac3). Both prior experience and newly developed networks positioned the PI well to have influence within the TJ context from local to international scales. It is through these avenues that the project's engagement with the problem context supported outcome realization across all pathways, but particularly with respect to the *professional development* pathway with increased opportunities to share insights and guide practice.

Defining and addressing a socially relevant research problem: Owing partially to extensive project engagement with the problem context, the TTP identified and was designed to address a multi-faceted, socially relevant problem specific to the Ugandan context. When describing the value of the study, researcher and practitioner informants corroborated the research entry points. Informants believed that the TTP's contextually appropriate model for engaging young people in post-conflict processes was essential to fill capacity and knowledge gaps among African young people about what TJ is and means (Prac2, Res2, Res3, Res7). One researcher reflected that *"there were a lot of people, myself included, wondering about local systems of justice and whether Acholi culture was going to be taken into account, and whether there was going to be a contextualized process or whatever [...]* [the PI and I] *immediately spoke the same vocabulary and had a common approach in terms of recognizing the voice and agency of young people, recognizing the importance of learning from them and with them. When [the PI] outlined some of the things that [they] wanted to do, my jaw hit my sternum because it was exactly, it was the embodiment of all the things that we have been talking about that need to happen"* (Res3). Informants noted that one of the biggest challenges of young people's engagement in post-conflict processes is that it had been mostly trivial to date (Prac3, Prac4, Res3, Res4, Res7).

Approaching the project with an explicit theory of change: The research team had a deliberate intent to create social change through the TTP, which is articulated throughout project documentation (Doc1, Doc2, Doc10). The research team developed a rudimentary ToC (Doc10) documenting how activities would support or lead to expected changes. One researcher noted that *"[t]here was already that intentional thought about how [the project] was going to contribute to change before [the PI] even got there, [...] because the capacity building piece was so important"* (Res11). Having an explicit, albeit rudimentary, ToC influenced the way in which the project was approached and implemented to build young people's capacity to fulfill the TTP's central objective. In this case, it appears that the ToC created the space necessary to engage in ongoing monitoring, reflexivity, and decision-making in an informed manner to adjust research activities to ensure contributions to intended outcomes were being realized. This logically supported outcome realizations in the *young people's empowerment* pathway, given the explicit objective to build capacity (knowledge, attitudes, skills, and relationships), but also likely encouraged more critical thought to bridge connections and seek out complementary opportunities with other actors working parallel to the project. These opportunities would have been easier to recognize because the TTP had a ToC and was conscious of the context and change processes it wished to influence.

Appropriately implementing the project: The project offered a unique experience for young people to guide a process to inform how young people could be engaged in a safe, meaningful, and ethical way. The effective use of PAR and collaboration with local researchers and organizations were well-aligned to explore meaningful engagement approaches and learn how and under what conditions young people wanted to be involved in post-conflict truth-telling in Uganda. All activities were piloted with the YPRA and revised based on feedback (Prac3). One researcher lauded that the PI *"went beyond participatory action research actually. I think that's most appropriate if you set out to make sure that the people that you are studying are the people that are driving your research [...] that you honour them by making sure that their knowledge is first and foremost, then your participation is a good thing and I think [the PI] actually went beyond some participatory research programs and actually went that extra mile where [the PI] actually learned more"* (Res2). Informants viewed project implementation to be culturally sensitive, applicable, and meaningful (Prac3, Prac5, Res1, Res2, Res3, Res7). As one informant notes, the project *"wasn't about proving so much as it was about analyzing the situation, working with young people to come up with reasonable suggestions, it was extremely grounded yet very systematic. I just felt that not only did it align with practice, the narratives were rich and vibrant"* (Res3). This fostered trust between the research

team and participants. Putting participants at the centre ensured that young people who participated gained new knowledge, attitudes, skills, and relationships to support outcome realizations in the *young people's empowerment* pathway.

Building Credibility

Figure 6 presents scores for criteria under the *Credibility* principle. The TTP applied appropriate methods, leveraged and strengthened competencies, and engaged in ongoing monitoring and reflexivity to support outcome realizations across *professional development, research, and young people's empowerment* pathways to intersect and contribute to *organizational capacity and practice* and *policy* pathways as described in the TTP ToC. The TTP also fulfilled traditional criteria of credibility; however, owing to the high focus on process, much of the learning and knowledge generated was predominantly experiential, and as such, informants tended to describe the process rather than the products.

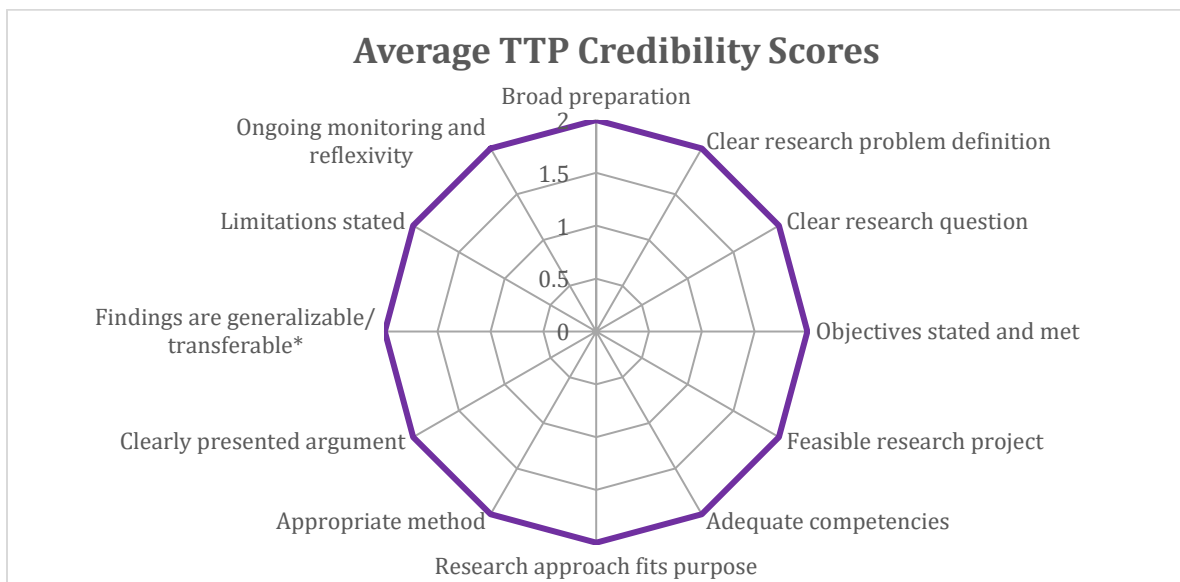


Figure 6. Project satisfaction of credibility criteria. Criteria marked with an Asterix (*) have been rephrased from the original QAF (Appendix 7) for clarity and presentation.

Applying appropriate methods: Appropriateness of PAR for conducting research with young people is widely cited (James & Prout, 1990; O’Kane, 2008; Rogoff, 2003). The dissertation provides extensive justification for the methods used, indicating that significant thought and reflection went into the selection and adaptation of methods and activities to achieve the project objectives, namely to develop a contextually appropriate truth-telling model for engaging young people in post-conflict TJ processes (Doc2). Informants considered the project to be exemplary of the effective use of PAR (Doc6, Prac3, Prac5, Prac8, Res1, Res2, Res3, Res5). The use of PAR was believed to have empowered the participating young people, as the methods were tested with the YPRA, and tools and methods were adapted based on participant and partner feedback, upholding fundamental PAR theoretical underpinnings (Doc2, Doc6, Prac3). The participatory nature of this approach accommodated the diversity of participants’ needs. Applying the methods in a participatory, co-generative way led to the opportunity for the methods to be taken up and replicated by other researchers, who subsequently took up new research questions (Doc21).

Leveraging and strengthening competencies: Evidence suggests all individuals closely involved in the planning and implementation of the project had diverse and adequate competencies to support the effective design and implementation of the TTP. The PI hired a local team, worked closely with participants, and collaborated well with committee members to ensure representation of both sector and contextual knowledge in the project. The PI’s bias and positionality were explicitly discussed. For example, power imbalances arising from the PI’s positionality as a privileged foreigner were addressed by power-sharing, flexibility in research activities to accommodate diverse needs, encouraging mutual sharing of information, and facilitating research processes to be youth-led (Doc2). These considerations justified the involvement and hiring of Ugandan young people as co-researchers. Co-researchers met the criteria for having prior research experience and an interest

in working with young people.

One practitioner relayed how the PI brought necessary expertise to the project: *“Because [the PI] had worked earlier in Uganda in the early days of the conflict and on other conflict related issues, [the PI] and I partnered on some of these issues around transitional justice and some of the collaboration with UNICEF on a global level, and then when [the PI] started [the] doctoral work [the PI] decided to go back to [the PI’s] Ugandan roots and to locate [their] research in Uganda as part of the truth and reconciliation commission work that was undergoing there so it was a kind of natural extension of that relationship that we had shared”* (Prac3). In addition to the PI’s previous contextual, sector, and research experience, which came from extensive engagement with the problem context, the local research team brought local knowledge and was therefore able to ensure activities were culturally appropriate (Doc2, Prac1, Prac5). Prior to project implementation, the PI dedicated time to build familiarity and competencies in the methods with the research team, as well as determine how to work with vulnerable groups, and ensure interpretation resources (e.g., local language, sign language) were available to support effective communication with participants (Doc2, Prac1, Prac2). As a result, the research team developed the appropriate competencies to execute the project effectively (Prac1). Researcher competencies built and supported outcomes in the *professional development* and *organizational capacity and practice* pathways. For example, by participating in the project, research assistants further developed their competencies to enhance their career prospects (Prac3, Prac5, Res1).

Ongoing monitoring and reflexivity: Processes to facilitate ongoing monitoring and reflexivity were built into the project, and well documented through research session reflection forms, ToC, journals, progress reports, and a post-project evaluation (Doc2, Doc10, Doc11, Doc19, Survey1). Changes that resulted from these reflexive activities are outlined transparently in the dissertation and were shared with the team to inform adaptations to the research activities (Doc2, Prac2). *“Always when we were doing something wrong, [the PI] would tell us, ‘Please, let’s redesign this’. [The PI] never gave us room for something wrong to happen. And also [the PI’s] understanding of the young people was more broad than our understanding of how young people should be dealt with, and then also what [the PI] was doing for me, it was something so meaningful, something that I think no one has ever thought of doing, getting the voice of young people. So [the PI] played a very big role”* (Prac2). It is clear that the TTP’s accommodation for ongoing monitoring and reflexivity were appreciated by the research team and contributed to their capacity-building in the *professional development* pathway, which they were able to later transfer to their work following the project. Likewise, the ongoing monitoring and reflexivity ensured that the process was working for participants, with the intent for the TTP to be better able to support participant objectives. For example, *“[d]uring this pilot process [the project team] sought input from young people about the research tools, including how the tools could be used to help young people share their experiences and perspectives”* (Doc11).

Building Legitimacy

Figure 7 presents scores for criteria under the *Legitimacy* principle. Informants perceived the research process to be ethical and fair; given the intention to inform how TJ processes should engage young people, the TTP emulated good practice in their approach (Prac2, Prac3, Res4). Aspects such as effective collaboration, the genuine and explicit inclusion of participants, and the ethical orientation of the research supported the legitimacy of the project and its findings. For one practitioner, the TTP *“was a really great example of research that was very sensitive, participatory, and useful at the end of the day”* (Prac3). With appropriate project execution in a sensitive context, outcomes relating to trust and relationships were built that proved essential in leveraging networks, building capacity, and overall project success.

Effective collaboration with research team, partners, and participants: Collaboration was regarded to be a positive experience for participants, research teams, committee members, and partners (Doc6, Prac1, Prac2, Prac3, Res2, Res3, Res4, Survey1). The TTP’s approach to collaboration was noted to be an important factor in building support networks and relationships, which influenced outcome realizations across several pathways. Strong teamwork and trust supported professional development of the PI and the research team: *“[the PI] wanted us to do things in the way we loved it [and] wanted us to do things big in our hearts and then we – I also had this love for young people [...] we all sat down and combined our heads and thought of a way of how we can engage young people in more interactive child-friendly ways. It was a combined effort from the three of us because we were a team”* (Prac2). The TTP collaboration with local partners,

such as “the Refugee Law Project—to help move the findings of the process into the national discussions that are coming to a head” (Doc6), built organizational capacity. The TTP’s collaborative and co-generative approach also built capacity among the participants that would support further changes in the context after the project concluded.

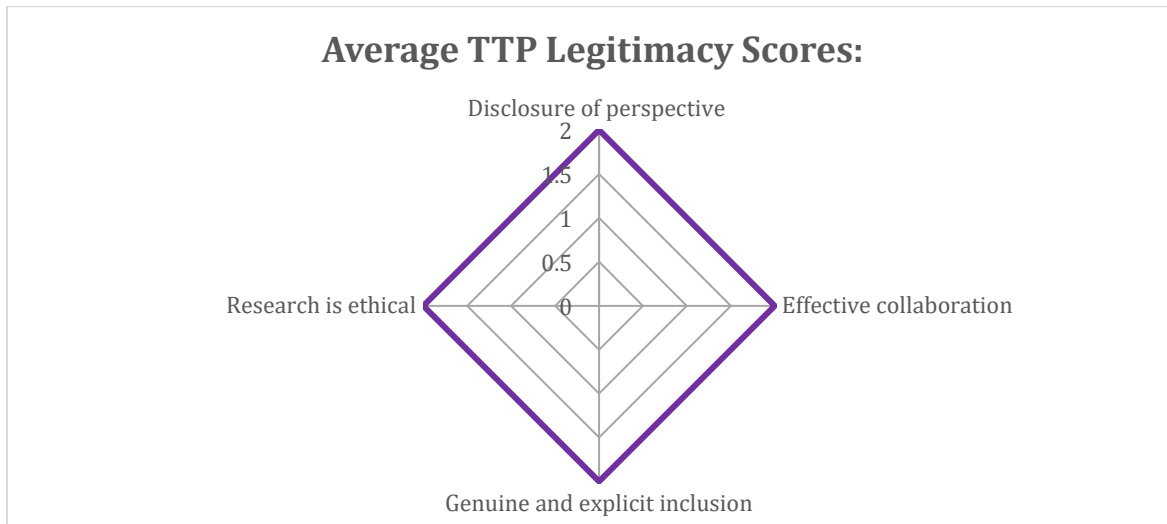


Figure 7. Project satisfaction of legitimacy criteria.

Genuine and explicit inclusion of participants and partners: Genuine inclusion of diverse participants, values, interests, and perspectives was an explicit objective of the PAR approach employed in the TTP. For participants, the process was highly inclusive as the YPRA was involved in project planning and decision-making, and all 107 young people had the opportunity to participate and share their ideas on their own terms. Project participant diversity was representative of the types of young people that may participate in Uganda’s future TJ processes, and activities were adjusted to accommodate these groups’ needs (e.g., signing for deaf participants). The TTP’s “methodology is particularly strong in its inclusion of sub-groups such as abducted children, children who were born in captivity or who have disabilities. Such children are typically invisible and not included either in research or programming to support war affected children. In fact, this is one of the only studies I know of that includes such a broad range of highly vulnerable children” (Doc6). Genuine and explicit inclusion of participants was essential for building trust and relationships between the research team and the participants, which subsequently built young people’s investment in the process. One researcher commended the inclusive nature of the project: “[b]ecause [the PI] was doing [the research] in a way that was so respectful of the culture and the people and involving [young people], I would say that it has a higher than usual level of possible influence because it [wasn’t] something done to them, it was done with them. So whenever you do that you, as a generalisation, you’ve got a much higher likelihood of investment” (Res4). Other researchers agreed: “[the PI’s] process, the way in which [they] engaged with the young people, it was not top-down and it was not a thing that [the PI] controlled and dictated and moved. [The PI] convened and [...] enabled, but then [...] listened and [...] moved with them. I think that this level of agency by young people is highly unusual. It means that young people are actors, they are setting the agenda, they are making the decisions, we are learners alongside it is not like we are looking at these young people and solving their problems, isn’t that interesting because we know what really needs to happen and we are happy to see them, it is not like that. It is more that young people are often in the best position to understand the situations that they are facing. They may see dimensions we can’t, they may be positioned in ways to have an influence in indirect pathways. They will likely solve their problems in ways that adults would never think of [...] [the PI] gave us one of the first viable models of how to do it and of what it would take, and I think that’s a really significant contribution” (Res3). Genuine and explicit inclusion of partner organizations was intended to ensure that the TTP’s legacy would continue after project conclusion. By working with “an organization that’s based in context, like they work there they live there so it made so much more sense [for the PI to be] working with them to actually ensure [the project] had roots and it wasn’t just something like this researcher comes in and then leaves” (Res11).

Ethical execution of research: The ethical orientation of the research was considered exemplary. It reflected the purpose

of the TTP to contribute to more meaningful and ethical engagement of young people on issues that matter to them, which supported appropriate project implementation and collaboration with local partners (Doc6, Prac4). One practitioner noted that the TTP “*aligned well with RLP’s approach to ‘do no harm’ ethics. [The] methodology was appealing and [the PI] demonstrated [they] understood ethical considerations and mitigated risk*” (Prac4). Both ethical research practice in application of the methods and activities, as well as sensitive conduct with war-affected young people, supported the legitimacy of the process and the findings. According to the external evaluator’s assessment, “[e]thical sensitivity is one of the great strengths of [the TTP’s] methodology. In most research, adults make assumptions about the potential risks and benefits to children and what is ethical in regard to young people’s participation. Not infrequently, adults assume that children’s participation will be a good thing. Unfortunately, adults seldom understand the full scope of risks and benefits to children, and they may underestimate the complexities and dangers associated with children’s participation. This research took the commendable approach of asking children themselves whether they wanted to participate and how to do so. At every stage, the researchers learned from children about what they wanted, the complexities associated with particular activities, and how the children preferred to move in regard to truth telling. As a result, many of the harms that have characterized much previous research were avoided, and many new insights were realized in regard to how to address ethical issues such as how to protect confidentiality [...] Equally important, the research maximized the benefits to the participants themselves, thereby insuring that the research was not extractive but actually gave something of value to the participants. Overall, this research is exemplary in its depth of attention to ethical issues, and it should serve as a model for future researchers.” (Doc6). The ethical and inclusive manner with which the TTP activities were executed gave back to the community and was a beneficial experience for young people to develop understanding of and skills for involvement in Uganda’s future truth-telling commission or TJ policy processes (Doc6, Doc12, Prac1, Prac4).

Positioning for Use (Effectiveness)

Figure 8 presents scores for criteria under the *Effectiveness* principle. Effectiveness manifested most clearly in the TTP’s contributions to social capacity of participants, the research team, and partnering organizations. In addition, the participatory approach to knowledge co-generation served to contribute to the knowledge base and also made social process contributions (i.e., participant, partner, and researcher capacity-building; encouragement of public discourse on a critical topic; facilitation of negotiated solutions about how people should be engaged in post-conflict truth-telling; network development and strengthening to influence research, policy, and practice).

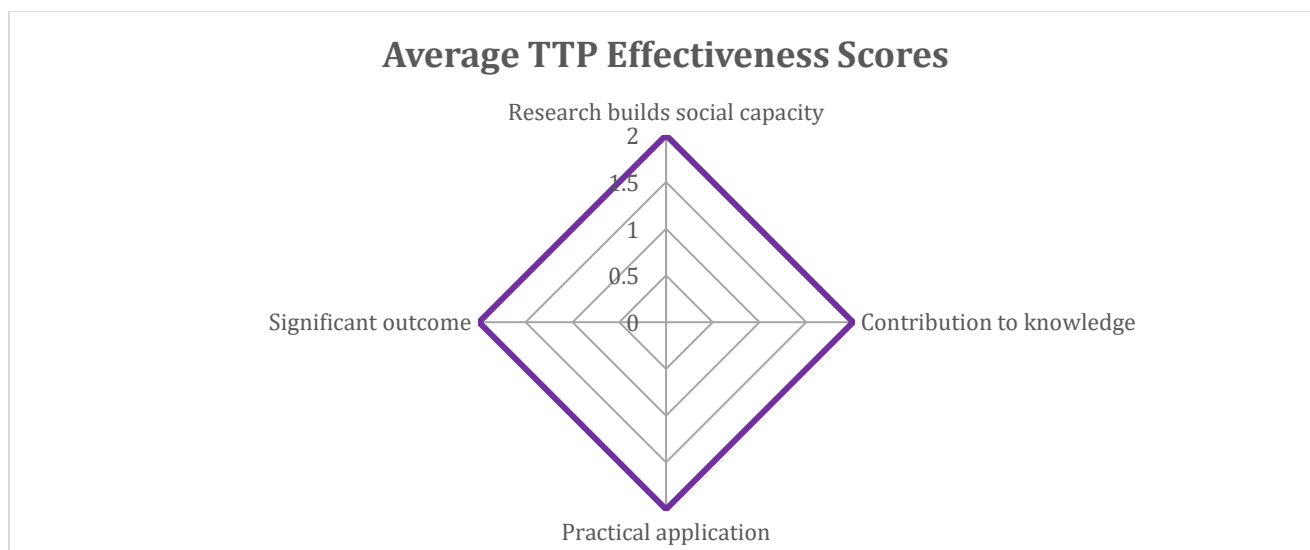


Figure 8. Project satisfaction of effectiveness criteria.

Building social capacity of participants, research team, and partner organizations: The TTP influenced changes in perspectives and recognition amongst participants, the research team, partners, and practitioners within the PI’s network. Participants’ reflections demonstrate learning occurred regarding the Ugandan conflict, TJ processes, how to engage/share

with others, and sources of support/help (Survey1). Other researchers felt the research was valuable for the learning and opportunities given to participants (Res1, Res3, Res4, Res7). Participants gained courage to share and express themselves, which they previously did not have which was empowering. “The empowerment that arose through the use of PAR enabled the research process itself to provide psychosocial support. The participants’ narratives indicate clearly that the research process supported their dignity, enhanced their sense of self-efficacy, and enabled group discussions that provided much needed social support. Dignity, self-efficacy, and social support are cornerstones of holistic, psychosocial well-being. In this respect, the research process provided psychosocial support, not in an outsider’s modality such as counseling, but by using the sustainable resources and agency of young insiders who are in a position to contribute to truth telling and societal transformation for peace” (Doc6). Partners learned of actor gaps/opportunities in their work and how they could engage young people (Prac1, Prac5), and co-researchers developed research skills, professional capacities, and networks (Prac1, Prac2, Res1, Res11). Some practitioners were inspired by the project to reflect on or change how they approached their own work (Prac3, Prac5, Res3). For example, one practitioner shared that the PI’s “*work helped us to understand that as a gap in our own approaches and helped us to start thinking a bit harder about it [...] You don’t want to put any children at risk and you don’t want to risk your reputation because you rushed into a particularly sensitive area without adequate groundwork. [The project] just woke us up to the fact that there is a whole constituency of people that we had not targeted at all in our own research interventions*” (Prac5).

Contributing to the knowledge base: The TTP made a significant knowledge contribution regarding how young people want to be engaged in post-conflict truth-telling commissions by providing the experience for them to guide the process and learn from it (Doc6, Prac3). Practitioners believed the TTP made important knowledge contributions (Prac1, Prac2, Prac3, Prac4, Prac5, Prac6), as the findings “*reflect the broad range of experiences that young people have had and also helps inform not only transitional justice processes, but human rights implementation broadly speaking*” (Prac3). The external evaluator’s assessment noted that “[t]he findings of this research are original and make a highly significant contribution to knowledge regarding children’s participation in truth telling. The finding that it cannot be assumed that children want to participate is of high importance. The conditions of participation that are illuminated by the narratives of the young people make it clear that participation should be guided by the children rather than imposed by adults and that special steps or adaptations may be needed for children who have disabilities or other vulnerabilities” (Doc6).

To what extent and how did the project engage effectively with relevant stakeholders?

Satisfaction of QAF criteria related to engagement (i.e., engagement with the problem context, effective collaboration, genuine and explicit inclusion, effective communication, appropriate project implementation, appropriate methods, and research builds social capacity) demonstrate effective project engagement with relevant stakeholders. Informants perceived that the TTP engagements built trust and were effective to enable power-sharing, co-ownership, and partnership to build capacity. The approach to engagement with young Ugandans affected by the LRA conflict, as well as researchers and practitioners working on TJ and child protection, was effective to cover the necessary breadth and depth of engagement with relevant stakeholders to build relationships and a support network to ensure the TTP’s contributions stimulate further changes.

Engagement with Young People

Meaningful and ethical engagement with young people to inform how young people want to be engaged in post-conflict truth-telling commissions was a central objective of the TTP. Evidence clearly indicates that participating young people were engaged throughout the TTP process, before core activities began and after the project ended (Doc2, Doc11).

Prior to the main research phase, research tools were piloted in collaboration with Acholibur Peace Club, where 36 young people participated and met eleven times from July to September 2012 to explore the purpose of the research, test tools and methods, and receive young people’s feedback (Doc2). After the pilot, the TTP established the YPRA, which comprised 10 young people elected by their peers and two nominated by the research team (Doc2). The YPRA’s 12 members had equal male and female representation and met once per month.

During the core project activities, the research team and 107 participants met frequently for participatory research sessions (eight to ten) to develop trust and understanding, and explore the research questions and co-design a process. Different types of activities were used to facilitate this engagement, such as social mapping, creative art, participatory ranking, focus groups, case studies (e.g., sharing about the Sierra Leonean and Liberian truth commissions), and individual interviews on an as needed basis (Doc2). Four verification sessions were held (Doc2, Doc17). Rights of participation were re-iterated frequently, and the research team was flexible and responsive to the diverse wishes of the participants (Doc2, Res11). Informants believed that the way in which engagement was approached through PAR to do research *with* young people and not *to* them, and to ensure no harm done, was critical to the TTP's success (Prac1, Prac3, Prac4, Res3, Res4, Res7). Co-production of knowledge was facilitated by sharing decision-making power between the research team and participants to inform engagements during the research process.

After the project, a post-project evaluation survey was administered to gather feedback and perspectives of benefits to participants. Informants noted a more honest level of engagement of young people in Uganda after the project (Doc6, Prac4, Res3). Overall, project engagements were determined to be positive experiences that built participating young peoples' capacity (Prac1, Prac2, Prac3, Prac4, Res1, Res3, Survey1).

Engagement with Child Protection and Transitional Justice Practitioners

Engagements with practitioners were strategically planned to increase the likelihood for project influence in the context. Relationship-building, partnerships, and working through local child protection organizations were important strategies to leverage existing rapport and relationships to build the trust necessary to implement the research. The TTP conducted an organizational assessment to explore organizations' missions and visions, target groups and thematic focus, philosophy to working with young people, and general interest in the research (Doc11). Collaborations with partners were perceived to have worked well (Doc11, Doc16, Prac5, Res11). Engagement and partnership with RLP were of particular importance owing to their position as a member of the Civil Society Platform on Transitional Justice (Doc16). Sites to host activities were selected with RLP, and TPO Uganda reviewed methodology to ensure its appropriateness (Doc11). During the research process, partner and practitioner engagement ebbed and flowed, which required some adaptation to work with social development officers subject to other partners' availability to support the logistics of project implementation (Doc11). At the beginning of the project, a dialogue was hosted by the TTP with child protection and TJ actors in Kitgum to inform them about the research and explore perceptions about the topic of young people's engagement in post-conflict truth-telling, with the objective to bolster support and commitment to the research (Doc11).

Engagement with Researchers

Engagement with external researchers beyond the research team and advisory committee was less intensive than engagements with participating young people and practitioners, but nonetheless extensive for the purpose of the project. The PI recruited and trained a local research team to develop their research competencies, which was considered a significant contribution (Doc11, Prac1, Prac2, Prac5, Res1, Res11). Beyond this engagement, researcher engagements were limited to those facilitated through pre-existing networks of the PI, the research committee, and cohort structure at RRU. These engagements were developed out of mutual interest, participation at conferences, and publishing in academic journals to increase access to the research for researchers (Res1, Res2, Res3, Res4, Res7, Res8, Res11).

To what extent were the research products and process sufficiently relevant to realize the project's aims?

The objectives of the research were to: "actively engage with young people who experienced the conflict in Northern Uganda to develop a contextually appropriate truth-telling model for young people to safely and meaningfully participate in the anticipated Ugandan truth commission [and] facilitate opportunities for young people – through their voices, perspectives, experiences and ideas – to influence key stakeholders involved in truth commissions and post-conflict truth telling" (Doc11). Both of these objectives were realized by the TTP. The project presents a principled framework of what and how participants wanted to share in a truth-telling process, and the opportunities provided by the TTP for young people to share is clearly demonstrated.

As noted in the QAF assessment, the TTP's research design and implementation were appropriate and relevant to the context, and the objectives were determined to be relevant and realized. Full satisfaction of the QAF's relevance criteria imply that the products and process were sufficiently relevant to realize the project's aims.

Results from the outcome evaluation and QAF assessment highlight that the PAR approach used to engage young people and strategic partnership with local organizations ensured relevance of the process and facilitated co-generated knowledge products. The high focus on and the PI's knowledge of context is indicative of consideration for relevance in project planning and design.

To what extent and how are target audiences aware of and using the project outputs?

All but two informants were aware of the project, indicating a high level of awareness among target audiences and key informants. Specific outputs of the project were not discussed in detail. Informants' responses focused on awareness and utility of the research in terms of the process that it started, the learning that was derived from that process, and subsequent changes in the context that arose in part from the research process. The collaborative and participatory nature of the project across practice, policy, and academia increased the reach of the project outputs by expanding the number of people the project worked with and through. The research approach and outputs were deemed relevant and have diverse applications which supported use in policy, practice, and in academia.

Use in Policy

Research utility in policy supports contributions in the *intergovernmental and national policy* pathway. While the TTP was still underway, the PI participated in a conference that generated the Kampala Recommendations (Doc11, Prac1). Nearing the end of the project, local partnership with RLP strategically leveraged an emergent opportunity for the young people who participated in the project to be involved in a review of Uganda's draft national policy on TJ. This process also involved young people for the joint submission of recommendations to JLOS that included acknowledgement of the need to include young people, all vulnerable groups, and survivors throughout the TJ process with deliberate effort and facilities being made available to realize their participation (Doc5, Doc16, Prac1). While informants perceived the research to be valuable for policy, and the experiential learning derived from the research process was used in some capacity to develop new policy, the policy implementation processes in Uganda and internationally are too nascent to have incorporated specific project outputs. At this stage, recognition of young people's involvement in TJ processes remains principled in terms of adoption and use (Doc8, Prac1, Prac4, Res1, Res2, Res3, Res4, Res9). Clarity of the implications of the TTP's findings for policy and developing a clear path forward to support informed implementation with policymakers may have led to more progress in this regard, particularly with respect to uptake of the Kampala Recommendations (Prac1, Res9). There is no evidence from the perspective of policy-makers, as they were not accessible/available? to interview.

Use in Practice

A contextually appropriate model for engagement of young people has been adopted by RLP in the organization's work conducted with young people (e.g., Kitgum Festival) (Prac1, Prac5). More specifically, RLP has "*adopted some of the things that [the PI] did mention in [the] study about how do we engage children and youth meaningfully? How do we make sure that they are part of the work that we do? How do we make sure that they inform it and positively and that has an impact on them?*" (Prac1). TPO Uganda has taken "*some of those approaches and were able to work more effectively*" (Prac8). Field staff who worked with the PI were noted to have gained skills in participatory approaches to working with young people (Prac8). Organizational uptake indicates that the TTP made contributions to outcomes in the *organizational capacity* pathway. Changes in organizational practice in turn influence the way in which young people are engaged by organizations more broadly, such that engagements are empowering and have a positive impact (Prac1, Res3). There is no evidence of use beyond partners or other research-practitioners within the PI's professional networks, however this information was not systematically collected for this evaluation (Doc9, Prac1, Prac3, Res3).

Use in Academia

The research was believed to have "*spawned others*" (Res2) to take similar research approaches within the topic of young

people's engagement in TJ contexts. Whether academic publications from the TTP are referenced by other academics is dependent on alignment with research topics and interests (Res7). As of October 2019, academic outputs have been cited three times. References laud the child-centred truth and reconciliation process in Uganda in comparison to neighbouring countries; highlight the emergence of new and better approaches for TJ that feature young people's agency, power, and insight; advocate for young people's rights to participate in and contribute to discussions and activities on issues that affect them; and the appropriateness of active interaction and participation enabled by PAR approaches to support child learning (Article1, Doc9, Doc21). Two of these citing articles are published by people in the PI's professional network.

The PI continues to champion use of the research approach and principles with respect to working with young people in academia more broadly. Much of this championing has occurred via the PI's collaborations with academics in other contexts, including climate change and healthcare (Res1, Res8, Res11). These influences are likely to further contribute to outcomes in the *research* pathway.

How does Royal Roads support student success in research?

There is evidence that RRU programming supported the TTP outcome realization in the *professional development* pathway. RRU appeals to scholar-practitioners who bring professional expertise to their research: “[t]he framework of the doctoral program is for professional people to come in and do research they need to do in their professional lives, either they're mandated to do or they're self-mandated to do for their occupations [...] It's why doctoral students love this program, it's not just to have a doctorate, but it makes your job and work better, and it makes you a lifetime researcher” (Res2). RRU encourages applied research that makes a difference and designs programs intended to build student competencies to execute effective research projects. One researcher described how the role of research has changed, in that “it can't simply be doing research just to contribute to knowledge, it has to be affecting change in practice. Which is one of the things with this institution [RRU] you know being committed to projects and research that actually contributes to real world change and addresses problems that actually exist in the world” (Res11). Another researcher remarked on the tangibility of the DSocSci program and the types of research students are encouraged to pursue as scholar-practitioners: “how can you take what you are doing as a practitioner and connect the dots with the scholarly academic side, the theory and do really interesting research that may be able to address some kind of tangible issue on the ground in your community of practice. Then [there is] this notion of social change and how can your research provide some kind of contribution to social change [...] we have created, I think, a really safe space for that kind of exploration here and discovery” (Res6).

RRU also facilitates collegial relationships and builds networks through the advisory committee and cohort that enrich the research and students' continued professional development experience (Prac3, Res1, Res2, Res3, Res4, Res6, Res11). According to one researcher, “[o]ne of the biggest benefits is the cohort [...] the cohort is your opportunity to bounce ideas off constantly and like to check things out and what do you think about this and does it resonate [...] [being] challenged by people with different perspectives and different worldviews [...] It shifted [the PI's] perspective [to consider] how would [people with other disciplinary orientations] be able to hear about this research [the PI] is doing? So how [does the PI] actually convey it in a way that is meaningful and makes sense for other people in different sectors?” (Res11).

The TTP and Royal Roads programming shared mutual benefits. Informants believed that the TTP was exemplary of how the program can and does support student success. One informant commented on the fit of the research for the program. “I think our program was enhanced by [the PI's] research but also perfect for [the PI's] research. [The PI's] research was probably the best example of how this program wanted to work, was set out to work and does work very well” (Res2).

However, despite the benefits of the DSocSci program, there are challenges in how inter- and transdisciplinary research are perceived beyond the institution. For example, one researcher noted the difficulties in finding a home for the work: “[p]ublishing in high impact journals or being understood by a broader community outside of RRU that's been quite challenging because when you come at things from an interdisciplinary perspective you are often accused of not focusing” (Res5). In addition, as the credential is a DSocSci and not a PhD, which is universally recognized, DSocSci students may struggle to transition into an academic career (Res1, Res5).

Lessons Learned

The TTP realized many outcomes across multiple pathways and by using multiple mechanisms to support positive changes for young people, partnering organizations, the PI and research team, policy, and the status of research. This was in part a result of the transdisciplinary characteristics of the project, which enabled the TTP's process and outputs to be relevant, credible, legitimate, and effective. These characteristics directly facilitated the initiation of a series of change processes in participating young people, the research team, and partners. Other research projects could benefit from the TTP lessons on how to conduct research in the Ugandan, TJ, and young people-focused contexts.

Project Lessons

- **Purpose-driven research activities that plan for outcomes encourage the potential for intended changes to be realized.** If the purpose of a project is transparent and framed in terms of the ideal state of the system to which the research aims to contribute, it will help guide research design and implementation to meet that end. Research that is both iterative and intentional by design stimulates researchers and teams to think more strategically, thereby augmenting the potential for intended positive changes to be realized.
- **Inclusive and ethical project engagements that share decision-making power with participants and other target audiences supports changes in capacity-building and fosters agency.** Young people were empowered by participating in the research process. Inclusive and ethical project engagements with young people to share decision-making power around their participation helped build capacity in the form of communication skills, confidence, and social skills. Yet, not all participation is empowering (Arnstein, 1969). Using Arnstein's (1969) Ladder denoting eight degrees of citizen participation, the TTP would be classified as "citizen control". Fostering young people's agency by sharing decision-making power and knowledge co-generation as done in the TTP demonstrated and supported the development of a positive process that could be emulated or replicated in TJ practice and beyond. Young people developed the capacity to participate on their own terms in the TTP, the experience of which is likely to better equip these young people to participate in future TJ processes in Uganda with agency. This ultimately could lead to better policy processes around TJ for healing in Uganda. Providing the opportunity for participation in a safe space was crucial to enable participants to self-determine what they wished to share and how in a TJ context.
- **Building relationships and support networks that put trust and mutual benefits at the core enables strategic partnership and collaboration to expand research influence.** The TTP secured stable partnerships in Uganda by aligning project values and objectives with local TJ and child protection organizations' work, having strong communication and project management, demonstrating accountability and transparency, as well as creating opportunities for knowledge sharing, capacity-building, and reciprocal benefits (Larkan et al., 2016). How these partners were involved in the project and engaged with contributed to changes in organizational capacity and practice, and strengthened a coalition of actors around a common purpose to support sustainable peace-building and human rights.
- **Effective collaboration in a research team supports equitable professional development that can leverage the possibility for further changes.** The TTP expanded professional networks, built on existing research competencies, and developed reputations that can be further leveraged to continue work on the topic and contributions toward higher-level outcomes. Intentional and equitable opportunities for professional development of the PI and co-researchers were built into the project. Decision-making, analysis, and dissemination roles were shared amongst the research team. The TTP gave local co-researchers an opportunity to engage young people and work on the topic of TJ. This experience supported their career development and passion to continue working with young people and/or in the field of peace-building. The project provided an additional experience for the PI to expand on existing professional competencies and networks in the TJ sector. The PI's research competencies have since been transferred to an academic career where the PI's research continues to engage young people on issues that affect them.

Contextual Lessons

- The TTP was well-situated within and built around the context, given the project aimed to produce a contextually relevant truth-telling model for engaging young people whose lives had been affected by the Ugandan conflict. The project successfully engaged the following contexts by:
 - Ugandan context: a literature review on Uganda's history of the conflict, the PI's familiarity with the country's political and cultural dynamics, hiring a local research team, and conducting frequent field visits during the project;
 - Post-conflict context: a literature review on the Ugandan conflict and other countries' post-conflict TJ processes, engaging different groups affected by the Ugandan conflict (formally abducted (FA), internally displaced (ID), born in captivity (BIC), disabled by war (DBW)), applying and testing an engagement approach that could be replicated or emulated by Uganda's future TJ processes; and
 - Young people's context: making activities accessible to them (in terms of local language and sign language interpretation, education level, delivery, etc.) and fun, and capturing and being informed by their ideas, needs, and voices.
- Change processes in Uganda on this issue take time. While the window of relevant policy processes is hard to predict, the timing of the project was favourable given national (e.g., draft policy) and international policy-related processes (e.g., Kampala Recommendations) on TJ in Uganda were underway. As a result of the TTP's strategic partnership with relevant NGOs in the region, the project indirectly contributed to the national draft policy. Moreover, the TTP made use of the opportunity to contribute to the Kampala Recommendations through the invitation sent to the PI to join the panel. Both were attempts to position the research and knowledge for uptake within policy.

Evaluation Limitations

The following limitations should be considered with regards to the Outcome Evaluation approach, data, and results.

Limitations of the analytical framework: Retrospective documentation of the ToC can make the distinction between intended and unintended outcomes unclear. Having the PI identify informants to test the outcomes can also increase the risk of introducing bias into data collection as informants may be selected for their likelihood to reflect positively on the project's results and outcomes. To address this limitation, snowballing for additional perspectives and sources of information was undertaken.

Limitations of the data and results: Assessments rely on informant perspectives. Interviews were conducted several years after the project concluded, making recall of project details and processes difficult for informants. However, it was observed that those closest to and more involved in the project could recall more details of the project and its contributions. These individuals also perceived the project's influence to be higher than those more distant from the project. Despite best efforts to reach government officials, key intergovernmental organizations, and young people involved in the project, these informants were unreachable. As a result, many of the outcomes in the policy and young people's empowerment pathways could have had richer data and analysis. Data to assess outcomes pertaining to the empowerment of young people were limited to a post-project survey and impressions of researchers and practitioners close to the project.

Conclusion

The TTP was successful at contributing to a diverse set of outcomes across multiple pathways in the project's ToC. Outcomes were realized through the project as a result of the highly transdisciplinary nature of the TTP's design and implementation, as well as by multiple mechanisms leveraged by the project. These results align with Belcher et al.'s (2019) findings on the connection between transdisciplinary characteristics, the leveraging of mechanisms, and a greater diversity of project contributions across multiple impact pathways. The project assessment found that characteristics of the PI, notably their soft skills, in addition to the TTP's participatory approach and facilitation of knowledge co-generation supported

relationships that increased the likelihood for research uptake. These results corroborate Ramirez's (2018) findings from a research-for-development outcome evaluation.

The evaluation concludes with the following recommendations for future research processes aiming for sustainable outcomes, which can apply to other RRU graduate student research projects or research more broadly:

- 1. Develop explicit, realistic, and theoretically sound assumptions and theories about how and why a research project is expected to contribute to change at project inception to inform planning and adaptive management.** ToC can be a useful tool at project inception to plan and monitor progress on an ongoing basis to inform developments and changes to the research process. As ToC is a multi-purpose tool, it can also be used to better capture and reflect project contributions to changes post-project. Deliberate planning for outcomes and consideration of the implications of the research activities at project inception can ensure that the project process aligns with the knowledge it aims to produce and the changes it intends to influence. ToC application will assist to understand and build strategies around the contexts that support and facilitate change (e.g., high capacity and interest), being equally mindful of obstruction and potential barriers (e.g., prevailing cultural norms, lack of political will and resources).
- 2. Include research participants and target audiences as equal partners when appropriate and feasible.** Design research to benefit participants and target audiences, and recognize the opportunity to effect positive change through participants, partners, and members of the research team during the process. Inclusive and appropriate execution of research activities with target audiences and/or those intended to benefit from the project in a participatory way can expand a project's sphere of influence. In recognition of the often uni-beneficial and extractive nature of research (Wilmsen, 2008), researchers should seek to create opportunities for mutual benefits for participants. This is particularly important in sensitive contexts with high risk for harm to participants (i.e., the re-traumatization of young people). Risk assessments that explore the possibility for the research to have negative outcomes can support the design of ethical and empowering research strategies.
- 3. Develop mutually beneficial partnerships with organizations holding complementary objectives.** It is imperative that relationships and partnerships are based on trust, which can be fostered by helping partners realize their goals, and/or by working with and through organizations that have established social capital with communities or actors of interest to the project. Building necessary capacities to solve relevant problems is another way in which to strengthen engagement and partnerships. Stakeholder and organizational assessments can help identify possible project collaborators and access points, as well as explore opportunities for mutual learning. Identifying target audiences and involving them to the extent possible will increase collective ownership over the process and products, and increase the likelihood for positive influence and change by leveraging social networks. Sharing decision-making power, knowledge, and resources; connecting actors within the project's network; and building capacities are some strategies that can foster collaborative and reciprocal partnerships. Partners, whether they are individuals or organizations, are important boundary partners that can share information to expand project influence. Partners have insight regarding how to work and engage in the problem context; provide access to participants, informants, and other relevant actors within their networks; and support project activities, either with financial or human resources.
- 4. Foster effective inter-team collaboration through building trust and shared decision-making power to ensure co-ownership of the research process and/or products.** Capacity-building and professional development opportunities are inherent to researchers' experience that can sustain intended changes and ensure continuity toward higher-level outcomes. Recruiting a research team to expand research capacities and influence professional development trajectories can encourage continuity of the research. As members of the research team move through their careers, they can bring the experience to their work. This can effectively support capacity in the field and sustain continuity of efforts, increasing the likelihood of higher-level outcomes' realization post-project.

Appendices

Appendix 1. Evidence Sources

Code	Class	Author(s)	Reference	Date
Article1	Peer-reviewed article	Wessels	Wessells, M. G. (2017). Children and armed conflict: Interventions for supporting war-affected children. <i>Peace and Conflict: Journal of Peace Psychology</i> , 23(1): 4-13. http://dx.doi.org/10.1037/pac0000227	2017
Blog1	Blog	McBride	McBride, J. (14 November 2013). The Kampala Recommendations on Reintegration. INEE: An international Network for education in emergencies. Retrieved from https://archive.ineesite.org/en/blog/the-kampala-recommendations-on-reintegration	2013
Doc1	Internal project document	TTP research team	Unpublished research process overview.	n.d.
Doc2	Dissertation	Heykoop	Heykoop, C. (2014). Our Stories Matter, Our Own Way: The Safe and Meaningful Engagement of Young People in Post-Conflict Truth Telling in Northern Uganda [doctoral dissertation]. Retrieved from http://hdl.handle.net/10170/750	2014
Doc3	Book chapter	Heykoop	Heykoop, C. (2018). “Our Stories, Our Way”: Interdisciplinary Applied Research Exploring the Safe and Meaningful Engagement of Young People in Post-Conflict Truth Telling in Northern Uganda. In S. Pulla & B. Schissel (Eds.), <i>Applied Interdisciplinarity in Scholar Practitioner Programs: Narratives of Social Change</i> (pp.135-149). Cham, Switzerland: Palgrave Macmillan. https://link.springer.com/chapter/10.1007/978-3-319-64453-0_7	2018
Doc4	Concept note	RLP	RLP. (2013). Transitional Justice Workshop for Ministry Officials. Beyond Juba Project II, Conflict, Transitional Justice & Governance Programme. October 3-7, Munyonyo Speke Resort, Kampala.	2013
Doc5	Programme	RLP	RLP. (2013). Draft Programme, Refugee Law Project Training of Line Ministries. Imperial Botanical Beach Hotel, Entebbe, Uganda, October 3-5, 2013.	2013
Doc6	Report	N/A	Unpublished external assessor’s report.	n.d.
Doc7	Report	RLP	RLP. (2018). Our issue: As a Refugee I have the Right to. Annual Report. Retrieved from https://www.refugeelawproject.org/files/strategy/Annual_Report_2018.pdf	2018
Doc8	News article	Neiman	Nieman, S. (July 17th, 2019). Can a Long-Awaited Transitional Justice Policy Bring Accountability to Uganda? Retrieved from https://www.worldpoliticsreview.com/articles/28040/can-a-long-awaited-transitional-justice-policy-bring-accountability-to-uganda	2019
Doc9	Meeting report	Tomovcik	Tomovcik, G. (2014, September). Children’s Rights Academic Network: Study of Childhood Rights 5th Annual Meeting, February 1st, 2014.	2014
Doc10	Internal project document	TTP research team	Unpublished theory of change.	n.d.
Doc11	Report	N/A	Project progress report.	2012

Doc12	Policy	JLOS	JLOS. (2019). The National Transitional Justice Policy: An Overview. Retrieved from https://drive.google.com/file/d/16LyRZ_BtBjKwiOhJrFI_sQIanf0zJE7Y/view	2019
Doc13	Press release	UN Security Council	UN Security Council. (2015, December 9). Security Council, Unanimously Adopting Resolution 2250 (2015), Urges Member States to Increase Representation of Youth in Decision-Making at All Levels. UN Security Council 7573rd Meeting (SC/12149). Retrieved from https://www.un.org/press/en/2015/sc12149.doc.htm	2015
Doc14	Brief	Ladisch	Ladisch, V. (2018). A Catalyst for Change: Engaging Youth in Transitional Justice. ICTJ: New York, NY. Retrieved from https://www.ictj.org/sites/default/files/ICTJ-Briefing-Youth-TJ-2018.pdf	2018
Doc15	Policy	CCVS & War Child Holland	CCVS & War Child Holland. (2013). The Kampala Recommendations: On the Recovery and Reintegration of Children and Youth Affected by Armed Conflict. Retrieved from http://www.kampala2013.ugent.be/KampalaRecommendations.pdf	2013
Doc16	Policy recommendations	Civil Society Platform on Transitional Justice	Civil Society Platform on Transitional Justice. (2013). Civil Society Recommendations on the Draft JLOS Transitional Justice Policy 2013.	2013
Doc17	Internal project document	TTP research team	Results from verification session with Achilobur.	n.d.
Doc18	Press release	African Union	African Union. (2019, February 12). African Union Adopts Transitional Justice Policy. Retrieved from https://au.int/en/pressreleases/20190212/african-union-adopts-transitional-justice-policy	2019
Doc19	Internal project document	TTP research team	Unpublished summary reflection form.	2019
Doc20	Meeting minutes	SRE	Meeting minutes from sense-making workshop to validate the evaluation results.	2019
Doc21	Dissertation	Wamimbi	Wamimbi, R. (2018). Community Systems and Practices to Prevent and Respond to Violence Against Children in Uganda: Children's Perceptions and Lived Experiences [doctoral dissertation]. Retrieved from http://dx.doi.org/10.25316/IR-1089	2018
Doc22	Midterm report	TTP research team	Voice, Visibility & Informed Action Engaging Young People in Transitional Justice (June 2013).	2013
Doc23	Advertisement	N/A	Advertisement for research assistants	2013
Doc24	Dissertation	Mintah	Mintah, T. C. (2019). Residence Life Managers' Engagement with Race and Privilege [doctoral dissertation]. Retrieved from http://dx.doi.org/10.25316/IR-8646	2019
Prac1	Interview	Practitioner informant	Unpublished case study interview transcript.	2018
Prac2	Interview	Practitioner informant	Unpublished case study interview transcript.	2018
Prac3	Interview	Practitioner informant	Unpublished case study interview transcript.	2018
Prac4	Interview	Practitioner informant	Unpublished case study interview transcript.	2018
Prac5	Interview	Practitioner informant	Unpublished case study interview transcript.	2019
Prac6	Interview	Practitioner informant	Unpublished case study interview transcript.	2019
Prac7	Interview	Practitioner informant	Unpublished case study interview transcript	2019
Prac8	Interview	Practitioner informant	Unpublished case study interview transcript	2019
Res1	Interview	Researcher informant	Unpublished case study interview transcript.	2018

Royal Roads University Graduate Student Research Evaluation
Evaluation Report: Truth-telling Project (TTP)

Res2	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res3	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res4	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res5	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res6	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res7	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res8	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res9	Interview	Researcher informant	Unpublished case study interview transcript.	2019
Res10	Interview	Researcher informant	Unpublished case study interview transcript.	2019
Survey1	Survey	TTP participants	Unpublished survey administered to TTP participants.	2014
Web1	Website	RLP	RLP. [Web page]. (2019). Our profile. Retrieved from https://www.refugeelawproject.org/who-we-are/our-profile	2019
Web2	Website	Better Care Network	Better Care Network. [Web page]. (2019). TPO Uganda. Retrieved from https://bettercarenetwork.org/bcn-in-action/organizations-working-on-childrens-care/tpo-uganda	2019

Appendix 2. Interview Guide

A) General questions about the respondent, their expertise on the topic, & recent/significant changes in topic (purpose to build rapport & clarify the context)

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
1. What is your role within [organization]?	<ul style="list-style-type: none"> How is your work related to [topic]? How long have you been doing this kind of work? 	<i>Understanding the respondent's job/organization and the relevance of the topic to their work.</i>
2. What role does [organization] play in young people's engagement in post-conflict truth-telling/transitional justice processes?	<ul style="list-style-type: none"> How long has your organization been involved in work related to [topic]? 	Finding out the expertise of the respondent and their professional connection to the topic, as well as their influence on the topic of focus.
3. What are the main challenges related to young people's engagement in post-conflict truth-telling/transitional justice processes?	<ul style="list-style-type: none"> What is the reasoning for these challenges? 	<i>Personal expertise & perceptions on the topic of focus.</i> Interviewee's knowledge level, understanding, and perceptions on the problems & issues relevant to the focus of the project – what do they think the problems are and how they frame the problems. QAF: Rel1, Rel2, Rel3, Rel5
4. What have been the most important developments related to young people's engagement in post-conflict truth-telling/transitional justice processes in the last five years?	<ul style="list-style-type: none"> In the discussions, events, ideas, institutions, policy, and/or practice?³ What are the implications of these developments? Why do you think these are important? 	<i>Understanding people's perceptions of the situation and identifying possible changes in policy & practice.</i> Getting an idea of the way in which the issues in question are perceived by interviewees, and get a range of various perspectives/understandings of the developments, causalities & people's values in relation to issues. QAF: Rel1, Rel2, Rel3
5. Who are the key players in the discussion, policy, or practice of young people's engagement in post-conflict truth-telling/transitional justice processes?	<ul style="list-style-type: none"> What role do government/academic/NGO /international/ private sector/communities play⁴? In what ways have they (each) been influential? 	<i>Understanding people's perceptions of who is who in changing policy & practice.</i> Getting an overview of who people consider as key actors in the process. This question will also provide insights about the power dynamics between the stakeholders (e.g. who's got power over whom). QAF: Rel1, Rel3
6. What information/knowledge has been the most influential in related to young people's engagement in post-conflict truth-telling/transitional justice processes?	<ul style="list-style-type: none"> Who is promoting the information/knowledge or event in question? In your opinion, has the information [what they mentioned] influenced policy and practice? How? Probe for examples. 	<i>Understanding what kind of knowledge is used in decision-making in general.</i> Getting a better picture of what kind of knowledge & other factors are influencing [topic], and from where the ideas are coming. More detailed information about possible changes in policy & practice because of new information/scientific knowledge. QAF: Rel1, Rel2, Rel3

³ All terminology should be adjusted & verbally explained so it is appropriate to each interviewee (please record any adaptations in the post-interview notes).

⁴ It is not necessary to ask all questions to every informant – the list merely illustrates what kind of information we are trying to find out.

B) Understanding links between knowledge sharing & decision-making processes (purpose to assess important sources of influence on policy & practice)

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
7. When doing work related to young people's engagement in post-conflict truth-telling/transitional justice processes, where do you (or your organization) get the information you need to do your work?	<ul style="list-style-type: none"> What kinds of information? How does that information help guide decisions around what your organization does? 	<p><i>Understanding what kind of knowledge is used in decision-making in general.</i></p> <p>Getting a better picture of what kind of information is seen as important and/or used in decision-making (scientific or non-scientific). QAF: Rel7, Eff2</p>
8. Do you use scientific information in your work in relation to young people's engagement in post-conflict truth-telling/transitional justice processes?	<ul style="list-style-type: none"> How has it influenced or contributed to your work? Where did you get that information? (Any specific events, publication, meetings, etc.) What are the main barriers to using scientific information? 	<p><i>Understanding what the role of science is in decision-making.</i></p> <p>Getting a better picture of the ways in which scientific knowledge is used by organisations, how they get the science they use, and what prevents them from basing their decision-making on scientific research findings. QAF: Rel7, Eff2, Eff3</p>
9. Which factors are influence your (personal and/or organization) decision-making around issues related to young people's engagement in post-conflict truth-telling/transitional justice processes?	<ul style="list-style-type: none"> Political factors Individual or organizational advocates Scientific information/ research Are there any additional factors? Political factors Public opinion Precedent in other jurisdictions Global pressures/ influences 	<p><i>Understanding what other aspects influence decision-making.</i></p> <p>Understanding how people see decision-making situations, which aspects matter most in making changes in policy & practice, and how research findings matter in relation to other factors.</p>

C) Determine respondent's awareness of and/or involvement in the researcher's project

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
<p>10. Have you heard about [researcher]'s research on young people's engagement in post-conflict truth-telling/transitional justice processes?</p> <p>*if they do not recognize the researcher's name, prompt with details about the project</p>	<p>[to non-partners]</p> <ul style="list-style-type: none"> What do you know about the research project? How did you hear about it? How would you describe your interactions with the project or the researcher? (e.g., presentations, workshops, etc.) <p>[to partners]</p> <ul style="list-style-type: none"> How did you get involved in the project? What was your role in the project? What was your contribution to the project? (e.g., meetings, provide information, connect people, make recommendations, etc.) Do you think that your input was taken into account? 	<p><i>Understanding awareness, role, & length of engagement with relevant actors and/or project partners.</i></p> <p>Finding out informant's awareness & opinions about the project. Finding out to what extent the degree & length of engagement in the project may be associated with changes in policy & practice. QAF: Rel3, Rel7, Cre7, Cre8, Leg1, Leg2, Leg3, Leg4, Eff2</p>

<i>[Ask 11 ONLY to participants & those who said they know the researcher and the project]</i>		
11. How would you describe your participation/collaboration experience in the project?	<ul style="list-style-type: none"> • How would you characterize your opportunity to participate and engage in the research? (i.e., rigid/restricted by student, open/facilitated by researcher/participatory) • Do you have any suggestions regarding how engagement/participation could have been made more meaningful for you? • Do you think any key stakeholders were excluded from the research? • Any examples of positive experiences/what was done well? Any promising practices? • How could the participation/collaboration work even better in the future? 	<p><i>Understanding personal experience and feedback.</i></p> <p>Further details of the influence of the project on the personal level, possible additional aspects (re: knowledge translation). Potential for improvement. QAF: Leg2, Leg3</p>

D) Perceptions on design and implementation elements and how the programming at Royal Roads University supports student success (ask only to members of the research advisory committee)

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
12. How do you think the [RRU program] program helps to support effective student research?	<ul style="list-style-type: none"> • How is research taught in the program? • How is the applied research focus reflected in the program? • How do you think [the researcher]'s project was influenced by the program (positively, negatively)? 	<p><i>Understanding program influence on effective research practice.</i></p> <p>QAF: Cre1, Cre5, Cre6, Cre8</p>
13. How was [the researcher]'s project assessed?	<ul style="list-style-type: none"> • What criteria were used? • What would you say are some of the challenges of assessing research of this kind? 	<p><i>Understanding how student research is assessed, and how advisory committee members conceptualizes research effectiveness.</i></p>
14. How would you characterize the design and implementation of [the researcher]'s project?	<ul style="list-style-type: none"> • Did [the researcher] demonstrate a comprehensive understanding of the context and elements relevant to the research problem? • How would you describe the application of the methods? • Was the execution suitable to the research objectives? • Was the execution suitable to the context? • Do you think resources were sufficiently and effectively allocated? • Were there any issues with the design that you can recall? How were these addressed? • Do you think any important stakeholders were excluded? 	<p><i>Perspectives about project design and implementation.</i></p> <p>QAF: Rel3, Rel5, Rel6, Cre1, Cre4, Cre7, Cre8</p>

E) Research outcomes assessment (ask only if they are aware of the project) (purpose to determine extent of outcome realization and research influence on knowledge or social process contributions around [topic])

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
15. What contributions do you think [the researcher]'s project has made to young people's engagement in post-conflict truth telling/transitional justice processes?	<ul style="list-style-type: none"> Changes in knowledge/understanding? Changes in attitudes? Changes in skills? Changes in relationships? Changes in behaviour? At what level do these changes mostly occur? (i.e., organizational, individual, governmental, policy, practice) When did these changes occur? (during, post-project) What are the implications of these changes? Were there any negative outcomes of this project? If yes, please describe. Probe for specific outcomes the researcher thought the informant could speak to. What do you think the researcher did well to realize these results? How accessible did you find the results and communication during the process? Do you think the research can be transferred to other contexts? 	<p><i>Understanding the respondent's opinion about the contributions of the research.</i></p> <p>Finding out the respondent's opinion on the student's research contributions (without leading to specific outcomes). Can give an indication of the utility of the research.</p> <p>Finding out how the student's research is/was perceived and conceptualized by interviewees to get an overall characterization of the change process. This will help us construct narratives about alternative and/or supplementary theories of change.</p> <p>Finding out about the explicit outcomes/impacts of the project in question anywhere (in the world) of which the informant is aware, not just within their own work/organization.</p> <p>QAF: Rel6, Rel7, Cre7, Cre8, Cre10, Leg3, Eff1, Eff2, Eff3, Eff4</p>
16. Has the research contributed to or influenced your work on the topic?	<ul style="list-style-type: none"> What were the most important things you learned? Have there been any positive or negative impacts on knowledge, awareness, policy, capacity, or practice? In what ways? [ask for examples] [If respondent mentions knowledge, ask about what knowledge product it came from] 	<p><i>Understanding how the student's research has influenced their work (re: the topic of focus).</i></p> <p>Finding out about linkages between project and informant's work on the topic of focus*, and whether the research has contributed to changes in policy & practice, the debate, awareness in the topic, knowledge, capacity, or any other type of contributions. Getting a sense whether the change is perceived as positive or negative.</p> <p>QAF: Rel5, Eff1, Eff2, Eff3, Eff4</p>
17. If there was more time and resources available, what do you think [the researcher] could have done differently to produce more useful findings and/or change?	<ul style="list-style-type: none"> Why do you think these would be useful? [ask for examples] How do you think [the researcher] could have integrated these into their project? Why do you think this [suggestion] was not done? Do you think resources were efficiently and appropriately allocated? 	<p><i>Understanding alternative ToCs and perspectives of the research potential beyond what it did realize/intended to, and other opportunities.</i></p> <p>Hold to the end of the interview – if the interviewee starts talking about it at the beginning, please lead them back to any of the questions above and ask to return to the question.</p> <p>This Q allows participants to give feedback to the project and helps identify gaps/challenges, but we know many of the problems already and do not want to let this dominate/ mislead the main focus of the interview.</p>

		Use this opportunity to increase the depth of any previous answers by probing and relating this question to any other points informants raise – if/when appropriate. QAF: Rel3, Rel5, Rel5, Rel7, Cre1, Leg3
18. What would have happened in young people’s engagement in post-conflict truth telling/transitional justice processes if this research had not been conducted?	<ul style="list-style-type: none"> Probe to clarify if needed (the role of the project in improving collaboration, social networks, participation, engagement, etc.) 	<p>Testing “zero hypothesis”.</p> <p>Using a different angle to understand the true influence of ICRAF by asking what would be different had ICRAF not done its work.</p> <p>QAF: Eff4</p>

F) Closing Questions

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
19. What does effective research mean to you?	<ul style="list-style-type: none"> What does effective research look like? 	Understanding opinions on research effectiveness.
20. Do you have any additional remarks with regard to the role of [the researcher]’s project, or research in general, in change processes?	<ul style="list-style-type: none"> Is there anything else you would like to add that has not been discussed that will be useful for our evaluation? 	<p>Closing</p> <p>Last remarks, things they might want to add that were not addressed, and closure.</p>

Appendix 3. Outcomes Codebook

<i>Code</i>	<i>Description</i>	<i>Comment</i>
Alternative explanation(s)	Factors, actors, or processes external to the project that contributed to outcome realization.	Aligned with questions from interview guide on other developments, factors, and challenges.
Application	Any reference to possible practical applications resulting from the research (or any other related research in the region/topic). Include comments of whether participants have used or applied knowledge from the project (or another project/training) in their work, and how it changed practices. Include any indication of future intentions to apply or use knowledge in academic, policy, or practice contexts.	• Evaluation Research Question 2d: <i>To what extent and how are target audiences aware of and using the project outputs?</i>
Barriers	Comments related to factors that obstructed the research process and its contributions.	
Changes in attitude	Evidence of changes in attitudes.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Changes in behaviour	Evidence of changes in behaviour.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Changes in knowledge	Evidence of changes in knowledge.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Changes in relationships	Evidence of changes in relationships.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Changes in skills	Evidence of changes in skills.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Characteristics of project design & implementation	Comments relating to perceptions of the design and implementation of the project.	• Evaluation Research Question 2a: <i>What elements of project design and implementation supported outcome realizations, and how?</i>
Characteristics of researcher	Comments relating to perceptions of the PI, how they conducted themselves, their personality, and their soft skills, etc.	
Decision-making	Any data pertaining to decision-making done during the project, or influences on stakeholder decision-making.	Aligns with questions in the interview guide pertaining to decision-making and knowledge.
Dissemination & knowledge sharing	Information on how, where, and with whom the research was shared (planned or unexpected opportunities).	Code aspects of ‘knowledge translation’ and ‘brokering’. • Evaluation Research Question 2a: <i>What elements of project design and implementation supported outcome realizations, and how?</i> • Evaluation Research Question 2d: <i>To what extent and how are target audiences aware of and using the project outputs?</i>
Facilitating factors	Comments related to factors that facilitated/supported the research process and its contributions.	

Royal Roads University Graduate Student Research Evaluation
Evaluation Report: Truth-telling Project (TTP)

Knowledge sources	Comments of where people get their knowledge and how they use it in their work. Comments of what type of knowledge/research people perceive to be credible or useful.	• Evaluation Research Question 2d: <i>To what extent and how are target audiences aware of and using the project outputs?</i>
Perceptions on research effectiveness	Informants' ideas on what constitutes effective research. Discussion of effective research qualities.	
Power	Any aspects related with power and power dynamics.	
Relevant actors	Identification and information pertaining to actors relevant to the context, whether they be direct participants in the research, actors within the context, actors working on issues/topics within the context/system, or boundary partners.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
RRU-related information	Any comments related to RRU, its programs, pedagogy, decisions to attend, benefits gained, critiques, etc.	• Evaluation Research Question 2e: <i>How does Royal Roads support student success in research?</i>
Social networks	Any reference to networks and connections between people or organizations that go beyond knowing about the other's existence.	
Trust	Comments related to relationships and trust. Also trust of researcher, findings, organizations, or other actors in the system.	
Unexpected outcomes	Comments of other changes in knowledge, attitudes, skills, relationships, and/or behaviour resulting fully or in part from the research that were not identified by the PI.	• Evaluation Research Question 1d: <i>Were there any unexpected outcomes?</i>
Zero hypothesis	A different angle to understand the true influence of the research by asking what would be different had the student not done their research.	• Evaluation Research Question 1c: <i>Could the outcomes have been realized in the absence of the project?</i>
<i>Case-specific Outcomes</i> Outcomes were identified in the ToC workshop and are reflected in the ToC model.		
Current & prospective RRU students learn from PI's research experiences	Intermediate outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
PI has increased opportunities to share insights & guide practice	Intermediate outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Trust & relationships built between research team & participants	Intermediate outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Partners' priorities change	Intermediate outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Changed attitudes of research team around value of young people's voice & engagement	Intermediate outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Research assistants gain new skills, professional exposure, & build professional networks	Intermediate outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>

Royal Roads University Graduate Student Research Evaluation
Evaluation Report: Truth-telling Project (TTP)

National actors learn benefits of & how to engage young people	Intermediate outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Research assistants have enhanced career opportunities in TC/TJ sector & work with young people	End-of-project outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
RLP prioritize young people in their work	End-of-project outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
RLP apply creative methods in their work & share within their networks	End-of-project outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Participating young people develop new KASR	End-of-project outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Young people are consulted by RLP on issues that affect them	End-of-project outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Young people are involved in a dialogue to review a draft national policy on TC/TJ	End-of-project outcome.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>
Researchers, NGOs, practitioners, governments & intergovernmental organizations use research findings, principles, and/or methods	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Governments change policy for better TJ/TC approaches	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Practitioners (adults) recognize, adopt & commit to support recommendations identified by young people in TC/TJ and other areas	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Opportunities are leveraged for young people's voices and perspectives to contribute to TC/TJ dialogue and discourse	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Young people play a greater role in TC/TJ dialogue and discourse	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Kampala Recommendations are implemented	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Future TC/TJ gain a fuller account of and support meaningful reconciliation/healing for all people affected by conflict	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Research assistants apply creative methods	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>

Royal Roads University Graduate Student Research Evaluation
Evaluation Report: Truth-telling Project (TTP)

Other practitioners adopt and apply creative tools/approach in their work on issues that affect young people	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Academics and practitioners recognize and seek out PI and team's expertise	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Other researchers/students use research and take up new questions	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Academic discussion on young people's involvement in TC/TJ gains traction	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Researchers use creative tools/approach in their work in issues that affect young people	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Researchers apply and refine approaches to learn lessons	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
Accumulation of scholarship influences the practice of organizations	High-level outcome.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized??</i>
More meaningful & ethical engagement of young people in issues that affect them (young people have greater influence & experience less harm)	Impacts.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized?</i>

Appendix 4. QAF Codebook

<i>Code</i>	<i>Description</i>	<i>Comment</i>
Alternative explanations are explored	An indicator for the ‘Clearly presented argument’ criterion. Part of the Credibility Principle.	• Evaluation Research Question 1c: <i>Could the outcomes have been realized in the absence of the project?</i>
Analyses and interpretations are adequately explained (clearly described terminology and logic leading to conclusions)	An indicator for the ‘Clearly presented argument’ criterion. Part of the Credibility Principle.	
Any changes to research project as a result of reflection are described and justified	An indicator for the ‘Ongoing monitoring and reflexivity’ criterion. Part of the Credibility Principle.	
Approach is justified in reference to the context	An indicator for the ‘Research approach fits purpose’ criterion. Part of the Credibility Principle.	
Bias is identified (researchers’ positions, sources of support, financing, collaborations, partnerships, research mandate, assumptions, goals and bounds placed on commissioned research)	An indicator for the ‘Disclosure of perspective’ criterion. Part of the Legitimacy Principle.	
Biases and limitations are recognized	An indicator for the ‘Adequate competencies’ criterion. Part of the Credibility Principle.	
Collaboration process is discussed	An indicator for the ‘Effective collaboration’ criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
Considering full range of stakeholders explicitly identifies ethical challenges and how they were resolved	An indicator for the ‘Research is ethical’ criterion. Part of the Legitimacy Principle.	
Context is analyzed sufficiently to identify research entry points	An indicator for the ‘Clearly defined socio-ecological context’ criterion. Part of the Relevance Principle.	
Context is defined and described	An indicator for the ‘Clearly defined socio-ecological context’ criterion. Part of the Relevance Principle.	
Demonstration that opportunities and process for collaboration are appropriate to the context and actors involved (e.g. clear and explicit roles and responsibilities agreed upon, transparent and appropriate decision-making structures)	An indicator for the ‘Effective collaboration’ criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
Ethical review process followed is described	An indicator for the ‘Research is ethical’ criterion. Part of the Legitimacy Principle.	
Evidence is provided that necessary skills, knowledge and expertise are represented in the research team in the right measure to address the problem	An indicator for the ‘Adequate competencies’ criterion. Part of the Credibility Principle.	
Evidence of changes in behavior among participants or stakeholders	An indicator for the ‘Research builds social capacity’ criterion. Part of the Effectiveness Principle.	• Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i>

Royal Roads University Graduate Student Research Evaluation
Evaluation Report: Truth-telling Project (TTP)

Evidence of changes in knowledge and understanding among participants (stakeholders)	An indicator for the ‘Research builds social capacity’ criterion. Part of the Effectiveness Principle.	<ul style="list-style-type: none"> • Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i> • Evaluation Research Question 2d: <i>To what extent and how are target audiences aware of and using the project outputs?</i>
Evidence of changes of perspectives among participants or stakeholders	An indicator for the ‘Research builds social capacity’ criterion. Part of the Effectiveness Principle.	<ul style="list-style-type: none"> • Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i> • Evaluation Research Question 2d: <i>To what extent and how are target audiences aware of and using the project outputs?</i>
Evidence that innovations developed through the research or the research process have been (or will be applied) in the real world	An indicator for the ‘Practical application’ criterion. Part of the Effectiveness Principle.	<ul style="list-style-type: none"> • Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i> • Evaluation Research Question 2d: <i>To what extent and how are target audiences aware of and using the project outputs?</i>
Evidence that knowledge generated by the research has contributed understanding of the research topic and related issues among target audiences	An indicator for the ‘Contribution to knowledge’ criterion. Part of the Effectiveness Principle.	<ul style="list-style-type: none"> • Evaluation Research Question 1a: <i>To what extent and how were outcomes realized?</i> • Evaluation Research Question 2d: <i>To what extent and how are target audiences aware of and using the project outputs?</i>
Evidence that the research has contributed to positive change in the problem context or innovations that have positive social or environmental impacts	An indicator for the ‘Significant outcome’ criterion. Part of the Effectiveness Principle.	• Evaluation Research Question 1e: <i>Are the higher-level outcomes likely to be realized?</i>
Explains roles and contributions of all participants in the research process	An indicator for the ‘Genuine and explicit inclusion’ criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
Integration of an appropriate breadth and depth of literature and theory from across disciplines relevant to the context and the context itself	An indicator for the ‘Broad preparation’ criterion. Part of the Credibility Principle.	
Knowledge skills and expertise needed to carry out research are identified	An indicator for the ‘Adequate competencies’ criterion. Part of the Credibility Principle.	
Limitations are accounted for on an ongoing basis	An indicator for the ‘Limitations stated’ criterion. Part of the Credibility Principle.	
Limitations are stated	An indicator for the ‘Limitations stated’ criterion. Part of the Credibility Principle.	
Methods are clearly described	An indicator for the ‘Appropriate methods’ criterion. Part of the Credibility Principle.	
Methods are fit to purpose	An indicator for the ‘Appropriate methods’ criterion. Part of the Credibility Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>

Methods are systematic yet adaptable	An indicator for the ‘Appropriate methods’ criterion. Part of the Credibility Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>
Methods are transparent	An indicator for the ‘Appropriate methods’ criterion. Part of the Credibility Principle.	
Novel methods or adaptations are justified and explained (including why they were used and how they maintain scientific rigour)	An indicator for the ‘Appropriate methods’ criterion. Part of the Credibility Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>
Objectives are realized	An indicator for the ‘Objectives stated and met’ criterion. Part of the Credibility Principle.	• Evaluation Research Question 2c: <i>To what extent were the research findings sufficiently relevant to realize the stated aims?</i>
Objectives clearly stated	An indicator for the ‘Objectives stated and met’ criterion. Part of the Credibility Principle.	
Objectives logically and appropriately related to the context	An indicator for the ‘Objectives stated and met’ criterion. Part of the Credibility Principle.	
Problem defined to show relevance to the context	An indicator for the ‘Socially relevant research problem’ criterion. Part of the Relevance Principle.	
Process of integration (including how paradoxes and conflicts were managed) is discussed	An indicator for the ‘Research approach fits purpose’ criterion. Part of the Credibility Principle.	
Processes of reflection (individually and as a research team) are clearly documented throughout the process	An indicator for the ‘Ongoing monitoring and reflexivity’ criterion. Part of the Credibility Principle.	
Rationale for inclusion and integration of different epistemologies, disciplines, methodologies is explicitly stated	An indicator for the ‘Research approach fits purpose’ criterion. Part of the Credibility Principle.	
Research articulates what the realization of the outcomes implies for higher level impacts	An indicator for the ‘Explicit Theory of Change’ criterion. Part of the Relevance Principle.	• Evaluation Research Question 1e: <i>Are the higher-level changes likely to be realized?</i>
Research design and resources are appropriate and sufficient to meet the objectives	An indicator for the ‘Feasible research project’ criterion. Part of the Credibility Principle.	
Research design and resources are sufficiently resilient to adapt to unexpected opportunities and challenges throughout the research process	An indicator for the ‘Feasible research project’ criterion. Part of the Credibility Principle.	
Research execution is suitable to objectives	An indicator for the ‘Appropriate project implementation’ criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>
Research execution is suitable to the problem context	An indicator for the ‘Appropriate project implementation’ criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>
Research explicitly identifies how the outcomes are intended and expected to be realized	An indicator for the ‘Explicit Theory of Change’ criterion. Part of the Relevance Principle.	

Royal Roads University Graduate Student Research Evaluation
Evaluation Report: Truth-telling Project (TTP)

Research explicitly identifies its main intended outcomes	An indicator for the 'Explicit Theory of Change' criterion. Part of the Relevance Principle.	
Research identified necessary actors	An indicator for the 'Effective Communication' criterion. Part of the Relevance Principle.	
Research problem is clearly stated and defined	An indicator for the 'Clear research problem definition' criterion. Part of the Credibility Principle.	
Research problem is grounded in the academic literature and problem context	An indicator for the 'Clear research problem definition' criterion. Part of the Credibility Principle.	
Research problem is researchable	An indicator for the 'Clear research problem definition' criterion. Part of the Credibility Principle.	
Research project communicated with all necessary actors	An indicator for the 'Effective Communication' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
Research project planned appropriate communications	An indicator for the 'Effective Communication' criterion. Part of the Relevance Principle.	
Research question is clearly stated and defined	An indicator for the 'Clear research question' criterion. Part of the Credibility Principle.	
Research question is grounded in the academic literature and problem context	An indicator for the 'Clear research question' criterion. Part of the Credibility Principle.	
Research question is justified	An indicator for the 'Clear research question' criterion. Part of the Credibility Principle.	
Researcher interacted sufficiently with problem context	An indicator for the 'Engagement with the problem context' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>
Researcher(s) interacted appropriately with problem context	An indicator for the 'Engagement with the problem context' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>
Researcher(s) is well positioned to influence change process	An indicator for the 'Engagement with the problem context' criterion. Part of the Relevance Principle.	
Results are clearly presented	An indicator for the 'Clearly presented argument' criterion. Part of the Credibility Principle.	
Stakeholders are engaged appropriately throughout the process	An indicator for the 'Appropriate project implementation' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
Statement about the practical application of research activities	An indicator for the 'Socially relevant research problem' criterion. Part of the Relevance Principle.	
Statement about the practical application of research outcomes	An indicator for the 'Socially relevant research problem' criterion. Part of the Relevance Principle.	

Royal Roads University Graduate Student Research Evaluation
Evaluation Report: Truth-telling Project (TTP)

Steps taken to ensure respectful inclusion of diverse actors and views are explicit	An indicator for the ‘Genuine and explicit inclusion’ criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
The documentation explains the range of participants (cultural backgrounds and perspectives)	An indicator for the ‘Genuine and explicit inclusion’ criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
The research realized appropriate communications	An indicator for the ‘Effective Communication’ criterion. Part of the Relevance Principle.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
The research design considers stakeholder needs and values	An indicator for the ‘Relevant research objectives and design’ criterion. Part of the Relevance Principle.	• Evaluation Research Question 2b: <i>To what extent and how did the project engage effectively with relevant stakeholders?</i>
The research design is appropriate to the problem context	An indicator for the ‘Relevant research objectives and design’ criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>
The research design is relevant	An indicator for the ‘Relevant research objectives and design’ criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>
The research design is timely	An indicator for the ‘Relevant research objectives and design’ criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: <i>What elements of the research design and implementation supported outcome realizations, and how?</i>
The research objectives are appropriate to the problem context	An indicator for the ‘Relevant research objectives and design’ criterion. Part of the Relevance Principle.	
The research objectives are relevant	An indicator for the ‘Relevant research objectives and design’ criterion. Part of the Relevance Principle.	
The research objectives consider stakeholder needs and values	An indicator for the ‘Relevant research objectives and design’ criterion. Part of the Relevance Principle.	
Transferability of research findings is explained	An indicator for the ‘Transferability and generalizability of research findings’ criterion. Part of the Credibility Principle.	• Evaluation Research Question 2d: <i>To what extent and how are target audiences aware of and using the project outputs?</i>
Transferability of research process is explained	An indicator for the ‘Transferability and generalizability of research findings’ criterion. Part of the Credibility Principle.	• Evaluation Research Question 2d: <i>To what extent and how are target audiences aware of and using the project outputs?</i>
Understanding an appropriate breadth and depth of literature and theory from across disciplines of the context	An indicator for the ‘Broad preparation’ criterion. Part of the Credibility Principle.	
Understanding an appropriate breadth and depth of literature and theory from across disciplines relevant to the context	An indicator for the ‘Broad preparation’ criterion. Part of the Credibility Principle.	

Appendix 5. Evidence of Outcome Realizations

Legend: Outcome Realization

Green = realized	Orange = not realized
Light green = partially realized	Grey = insufficient evidence

Table 7. Extent of outcome realization, supporting evidence, degree of project contribution, and evidence rating for end-of-project and high-level outcomes

Expected Outcome	Summary of Results Realized	Evidence Supporting Results' Realization	Evidence Rating and Justification (L= low, M = medium, H = high)
Current and prospective RRU students learn from PI's research experiences	The project clearly contributed to the PI's career trajectory as the PI transitioned into academia (Res1). The PI currently teaches methods at RRU and is frequently invited by colleagues to share their doctoral experiences with students. Current students can learn from the PI's research experiences should they be in a class with them, or where the PI has been invited by colleagues to guest lecture (Res5). In addition, current and prospective students could learn from the PI's research experiences by reading the book compiling the experiences of the first cohort of the DSocSci program (Doc3, Res6). While the independent research experience provided by the DSocSci program may be a reference point in the PI's teaching, the PI's professional experience, prior exposure to research, and current research pursuits may also be transferred into learning that can be shared with students.	<i>"I think other contributions, it contributed to [the PI's] own career obviously that is a lot of what the doctoral thing does"</i> (Res1) <i>"[The PI] did a guest lecture in one of my doctoral courses. Having been a doctoral student before, I really wanted [the PI] to come in and share [the PI's] research with the group and also [the PI's] experience of being a doctoral student"</i> (Res5) <i>"I don't know for certain, but it seems that [inviting the PI to guest lecture] went very well. It was nice for them to see somebody who was in their shoes not so long ago [...] It was a research methods class so I asked [the PI] to talk in detail about [the] research, so [the PI] described [the] project, how [the PI] implemented it from start to finish and gave a broad overview, and we also asked [the PI] about life as a doctoral student"</i> (Res5)	M , no students were interviewed so qualification of the type of learning and inspiration that takes place is not documented.
PI has increased opportunities to share insights and guide practice	The PI has had the opportunity to guide both research practice (at Royal Roads, in the Resilience by Design Lab) and international policy since completing the research. This is partially owing to the PI's accreditation of a doctorate, of which the project was a key part. The PI was also perceived to be successful at creating and capitalizing on opportunities to share insights and guide practice through the PI's active engagement in their professional life before, during, and after the project. The PI had been working in the general context of young people and TJ for ten years prior to beginning the research, which would have generated a momentum of opportunities over time as well. The PI's personality and enthusiasm to be actively engaged as a professional would have contributed to generating and capitalizing on the opportunities that	<i>"I think just generally having a doctorate and having done a doctorate that has some meat to it etc. I think that informed [the PI's] ability to apply for and successfully get the jobs that [they] got"</i> (Res1) <i>"The only thing I could say broadly speaking is that they have definitely had an impact on our work. [The PI] is probably one of the most compelling examples of the use of participatory action research but there is others as well, so if they had an impact – I think in terms of [the PI's] own impact elsewhere, certainly within, as I mentioned earlier, the Ugandan context, [the PI is] also following [their] doctoral success continued to work with [a local partner university] and [the PI has] probably had some influence with colleagues at the university, some of them came to Victoria as part of a dialogue"</i> (Prac 3)	H , researchers and practitioners corroborated that the PI's expertise is valued and sought out.

	<p>arose. Developing working relationships prior to the project with likeminded scholars and practitioners, urging for recognition of the importance of young people's engagement in issues that affect them would have also had influence.</p>	<p><i>"[The PI] did a guest lecture in one of my doctoral courses. Having been a doctoral student before, I really wanted [the PI] to come in and share [the PI's] research with the group and also [the PI's] experience of being a doctoral student" (Res5)</i></p> <p><i>"Well in the case of Sri Lanka, I think that [the PI's] contributions in the conference I invited [the PI] to were very significant. As a result of that particular conference, I am not individualizing [the PI] here, but as a result of the conference the collective contributions in that conference, we were able to establish very clearly the importance of the role of children in TJ in that country so every TJ draft law on truth on reparations on disappearances etc. all of those pieces of legislation open or about to be published, all have a clear mention to the rights of children" (Prac6)</i></p> <p><i>"Yes, [the PI] is very engaged. And I think that is just part of who [they are]" (Res6)</i></p>	
Trust and relationships built between research team and participants	<p>The orientation to PAR was critical in achieving the trust and relationships between the research team and participants to successfully implement the project. The project invested in trust-building activities (e.g., giving the YPRA, research team, and participating young people a degree of ownership over the research design), ensured confidentiality, and followed ethical practice. Trust- and relationship-building are two of the primary principles underpinning PAR (Doc1), and were important elements that the young people participating in the project noted as critical for effective truth- telling (Doc2). The PI facilitated the process for trust-building by dedicating time and resources to training local research assistants on participatory research and ethics, and set aside time during the research process to build trust with participants as an explicit research objective (Doc1, Doc2). Participants noted they felt safe to share, that their confidentiality was kept, and that they could seek assistance if needed (Doc2, Prac1, Prac2, Survey1). This is all indicative of the trust that was shared between the research team and participants during the process. Research assistants characterized the working relationship between the team and the participants as "family-like" (Prac2) and felt the engagement during the research process was such that it could be adopted by truth commissions, which require trust as a key function (Prac1, Prac2). It is unclear the extent to which these relationships built on trust between the research team and participants</p>	<p><i>"[regarding opportunities to share] Confidentiality is kept [...] I have the opportunity to share [...] It was good [...] It made me know I also have opportunities to share" (Survey1)</i></p> <p><i>"So [the PI] did take us to training to, how to carry out participatory research, with a – gave us the local relations to build, then we got all the tools together, we tried feedback from the community or anybody involved in the tools, the pilot and the pilot of which we were involved" (Prac1)</i></p> <p><i>"we were able to build that bond, we were able to build that trust between the kids, and then between the young people. So even when the young people were sharing their stories, we made it very clear that each and every story that you share with us shall remain only with us, we will not share your stories with anyone. So the young people, they were having that confidence in us, they were feeling safe. We were more of a family – and then also the kind of training that we, you know, the kind of training, how we were able to get them to share their stories, you know, we focused into more drama, into more, you know, this kind of interesting way, and they were loving it. You know, we, there were more drawing, there were more playing games. You know, we give them the chance to let us do things... they were able to share with us how they wanted us to do things" (Prac2)</i></p>	<p>M, no participants were interviewed at the time of the data collection for the evaluation, but documentation and informant perceptions provided sufficient evidence to assess.</p>

	have been sustained over the long-term. Inability to reach participants for follow-up activities could be indicative that they were not sustained.		
Changed attitudes of research team around value of young people's voice and engagement	Research assistants noted that their participation in the research project gave them new experiences and exposure to novel approaches to engage young people (...). In addition, the TTP built researcher competencies (e.g., active listening skills) (...). All of these factors facilitated the research team's recognition of the value of engaging and working with young people, as well as capturing and empowering their voice (Prac1, Prac2). Other researchers perceived that the approach the PI took to reinforce the importance of young people's voices and engagement was unique and contradictory to the prevailing view, and was therefore a significant contribution (Res2, Res3). One informant noted that the project contributed to reframing the concept of youth to young people (Prac4).	<p>"[the] research contributed a lot to my current work, because you know, like how I spent... I have these from the approach to the young people, is something that I did not have, okay? [...] So I have this approach to the young people, I am able to listen to them, I am able to hear what they have to say, I always give them time to think, like I will give them time to talk, listen until they have finished to talk" (Prac2)</p> <p>"It [the project] kind of worked for me and helped me to understand the importance of working around young people, what are the dynamics, the ethical considerations working with young people" (Prac1)</p> <p>"I think their [young people's] issue is primarily being taken seriously, that is why [the PI's] research was so important" (Res2)</p> <p>"the first [contribution] is that the idea of children, teenagers in particular are really important actors in regard to transitional justice. This is not the usual view" (Res3)</p>	H , research team comments corroborate this realization for themselves, and attribute the increase in understanding, approach and value for meaningful engagement of young people to the project. Other informants characterized this perspective of value for young people's voice and engagement as a key contribution of the work.
Research assistants gain new skills, professional exposure	Research assistants noted they learned from the project's training on how to work with young people and conduct research with the community (Prac2). Researchers and practitioners close to the project believed the professional exposure and skill-building of Ugandan research assistants was an important contribution to building local research capacity and influencing research assistants' career trajectories (Prac2, Prac5, Res1).	<p>"[the PI's] research assistant [...] I think that was a great example of supporting and building the capacity locally of a young person in terms of [a research assistant's] experience" (Res1)</p> <p>"[the PI] trained us on how we were supposed to, you know, work with the kids [...] It gave me a new approach to issues affecting young people. It gave me a new approach of how to deal with young people" (Prac2)</p> <p>"Just to highlight that [the PI] did recruit [their] own research assistant and then [the PI] made a very appropriate recommendation that we should engage with this person, which we did, and they have now been on our staff for quite a number of years and is a very key person in our staff, so I think it is [...] just a good example of the interactions and relationships of an external researcher and the local host institution that actually worked well" (Prac5)</p>	H , corroborated by practitioners, researchers close to the project, and research assistants.
Research assistants have enhanced career opportunities in the transitional justice	Research assistants involved in the project continue to work with young people, and do work related to peace-building/ promotion and transitional justice (Prac1, Prac2, Res1).	"I have learned a lot and it [the research] has really contributed to the current work that I am doing [...] the company I am working for it is a local event company, our work is to organize peace events [...] people should focus on love so they can move the country forward [...] to focus on a better day, on a better life to come [...]"	H , corroborated by research assistants and other researchers close to the project.

sector and work with young people	Recruitment and training supported research assistants' capacity development and participation in the research project, which provided an experience that enhanced research assistants' knowledge, attitudes, skills, and relationships to influence their career trajectories. The advertisement for recruitment listed interest in working with young people as a requirement and would therefore have appealed to candidates with the propensity to maximize the opportunity to gain experience working with young people to support their careers (Doc23).	<i>we bring people to sing, we bring dance groups to dance, there is a lot of entertainment activities [...] we are using art as a way of sending out the message of peace, the message of love, the message of forgiveness for one another"</i> (Prac2)	
Partners priorities change	<p>Partners noted that the TTP influenced their approach to their work, they thought more about young people's engagement in TJ, and have taken up some initiatives to address identified gaps as a result (Prac1, Prac5). One of the research assistants is now employed by a partner organization. The research assistant continues to champion the principles that came out of the TTP's research in their current work to contribute to progress on the meaningful and ethical engagement of young people in TJ (Prac5). Other partner organizations did not provide specifics of how their priorities changed, but did note the importance of donor interests, research, and continuous monitoring and evaluation for its influence over priorities and project implementation (Prac5, Prac7). Other partner organizations also noted that the research contributed to their capacity as an organization to work with young people more effectively (Prac8).</p> <p>The TTP's orientation to community-level research was relevant for partners. While there is evidence that the project influenced the trajectory of its partners' work, the missions of each organization align well with the overall objectives of the project to ensure meaningful and safe engagement of young people in post-conflict truth-telling. For instance, RLP's vision is that all people enjoy their human rights, irrespective of their legal status (Web1). TPO Uganda has an orientation toward working with young people. Their mission is to ensure children and women in communities supported by TPO Uganda are able to thrive in environments which are safe and which promote their rights and responsibilities (Web2). This likely increased the ability for partners to recognize the value of engaging young people to support the realization</p>	<p><i>"[the] work made us think a lot harder about it [young people's engagement] as an organization [...] For us, we have been working with national development curriculum centres to basically insert some transitional justice materials and thinking and teaching into the secondary school curriculum"</i> (Prac5)</p> <p><i>"I think they were really skills, not as much as they would be approaches, but skills for engaging youth, listening more, giving them platforms for self-expression, allowing them opportunities to direct what skills they want to acquire, those are some of the few approaches that have come [from the research]"</i> (Prac8)</p> <p><i>"I would say we get our biggest energy from the community level research and dialogues and understandings"</i> (Prac5)</p> <p><i>"[The PI] kind of opened our eyes to how we can engage young people in the work we are doing. So we knew that we were doing work with young people, but through [the PI's] participatory approach, and the ideas that [the PI] had about engaging young people, we took some of those approaches and were able to work more effectively"</i> (Prac8)</p> <p><i>"we have adopted some of the things that [the PI] did mention in [the PI's] study, about how do we engage children and youth meaningfully. How do we make sure that they are part of the work that we do? How do we make sure that they inform it and positively and that has an impact on them? [...] So going forward we have an opportunity to adopt it in our work at the Kitgum Festival. Then it was eventually also meant to inform, I see how it could inform the part of the curriculum that we are using to engage young people in TJ. So I'm on the committee of the Ministry of Education, and looked at how the curriculum, how they can learn about TJ in schools and how is this curriculum more centre-managed and students can look at the root of it. So that was done, we hope the new curriculum, eventually the Ministry of Education gets rolled</i></p>	M , two local partner organizations were reached, and only one organization attributed their shift in priority to the project. The other noted that it informed and contributed to how the organization approaches work with young people and demonstrated principled adoption of the research.

	<p>of their own missions by direct observation of and involvement in the project.</p>	<p><i>out, TJ is a huge component that students can use to learn about it” (Prac1)</i></p> <p><i>“And also in the [partner] organization, I think their people now work with young people and to me that comes [because of] engagement of research with [the PI]” (Prac2)</i></p> <p><i>“Yeah, actually if you look at the interventions, when you talk about peace-building, we have activities with, called community-led initiatives. These are community-driven activities, we target all diverse categories of people in the communities but our emphasis and target is mostly on the youth [...] So you realize that such interventions are always, they are donor-related so we respond to implementation based on donor interests, but there are other interventions which are also related to views of other studies that have been conducted by other key players within the peace-building and mental health studies that have been done around the country” (Prac7)</i></p>	
<p>RLP prioritizes young people in their work</p>	<p>Informants from RLP attributed a shift in attitude around engaging young people, and improved capacity and knowledge of how to do it, to the project (Prac1, Prac2, Prac5). One practitioner conveyed that these priorities were new to the organization (Prac2).</p> <p>The effective partnership between RLP and the TTP research team supported the recognition of a gap in RLP’s own practice, and as a result instigated RLP to consider and engage on more youth-focused initiatives (Prac1, Prac5). The TTP was the first time that young people had been given space to be involved in a truth-telling process post-conflict and share their stories in an organized setting (Prac1). It was noted by one informant that while the project played a big role in the decision to increase focus on young people and approach it more systematically, organizational decision-making in terms of what initiatives and activities are taken forward does take direction from donors, implying that funding was available to support the work (Prac5).</p>	<p><i>“I would say many of [RLP’s] activities involve youth [...] [RLP] has been working with national development curriculum centres to basically insert some transitional justice materials and thinking and teaching into the secondary school curriculum [...] So a lot of the youth that [RLP is] working with in conflict affected areas were children at the time of the conflict, in that sense it captures some of those children’s experiences but mediated by a few more years of experience and the fact that they now fall within the, they are adults in a legal sense. [RLP does] not have a lot of work directly with children, in terms of being an age that are legally seen as a child. [RLP has] a little, but not so much and I think, I am jumping ahead a little bit, but [the PI’s] work helped [RLP] to understand that as a gap in our own approaches and helped [RLP] to start thinking a bit harder about it” (Prac5)</i></p> <p><i>“because [the PI’s] project I would say was the first to fully engage with young people in post-conflict. So, it’s all been great, I would say it’s opened our engagement and work with young people. Yes, it started from there [...] In post-conflict, yes. Because here we had interacted with young people in refugee settings, but not in post-conflict, so it was more organized, a starting point for us. Yes” (Prac1)</i></p> <p><i>“Yeah, Refugee Law Project was not all that active of getting the voices of the... and the stories of young people. But now when [the PI] came in, [the PI] brought something new” (Prac2)</i></p>	<p>H, all informants at RLP corroborated realization, and that priorities on young people were new and supported by the project. Recent annual report documents reflect a focus on young people.</p>

		<p>“in 2014, Refugee Law Project hired one of [the PI’s] researchers as a full-time researcher to focus on young people and transitional justice. In short, young people are becoming an important priority and increasingly staff have further capacity to meaningfully involve young people in transitional justice research and practice” (Doc3)</p> <p>“Celebrating the day and involving refugees signals Refugee Law Project’s concern for children in situations of forced migration, and provides an opportunity for refugees to meet. [...] Members reflected on different extremely vulnerable children within the refugee community, including those born out of rape, children out of school, child mothers, and children with disability, unaccompanied children, and children on streets and orphaned children” (Doc7)</p>	
RLP apply creative methods/ approach in their work & share across networks	<p>RLP is applying creative methods in their work with young people (Doc3, Doc20, Prac1). RLP has a member on staff who previously held a position that involved sharing and promoting creative methods to other organizations working with young people and TJ. RLP’s use of creative methods were influenced by both the TTP and current staff’s professional knowledge and experience.</p> <p>RLP has shared creative methods through their participation in the Child Protection Working Group, the TJ working group, other CSO meeting platforms, and other TJ fora in Africa (Doc20).</p>	<p>“This team approach used to conduct the research was important to ensure that the research process and tools were contextualized to the local context, were conducted in a language that young people would feel comfortable with and would understand, and would not cause further harm to the young people who participated. The team approach also contributed to the participatory, action oriented nature of the research, and offered an opportunity to strengthen the capacity of the RLP team—through training and mentorship—to support further research and actions emerging from the research process, and safely and meaningfully engage young people around transitional justice issues now and in the future” (Doc3)</p> <p><i>“we have adopted some of the things that [the PI] did mention in [their] study, about how do we engage children and youth meaningfully. How do we make sure that they are part of the work that we do? How do we make sure that they inform it and positively and that has an impact on them?”</i> (Prac1)</p> <p>“Youth were able to perform a skit at Kyambogo University showing how refugee youth are more vulnerable to mental health challenges and created awareness about the refugee youth group and their activities” (Doc7)</p>	M , limited discussion in interviews regarding RLP’s use and sharing of the approaches and methods within their networks.
Young people are consulted by RLP on issues that affect them	RLP has continued to work with young people, and has consulted young people on a wide array of issues including: TJ, mental health, peer pressure, sexual relationships, peace, accessibility to social services, and early marriage through their Media for Social Change Program (Doc7, Prac4).	<i>“At the end of the research, the young people involved were in a position to articulate demands for their involvement in TJ. This has happened on a small scale with policy workshops organized by RLP”</i> (Prac4)	H , documentation and informant interviews corroborate evidence of outcome realization.

	Compatible with the prioritization of young people in RLP's work, young people have been consulted on a variety of issues that affect them beyond TJ. Hundreds of young people have benefited from the delivery of RLP programs since the conclusion of the project (Doc7).	"Rendezvous Youth Group recorded podcasts on; Peer pressure, Teenagers & sexual relationship, Peace, Mental health, Lessons from MDD gala (Early Marriage)" (Doc7)	
Participating young people develop social and communication skills	<p>Overall, post-project survey participants appreciated the research activities and approach, and many commented about their ability to share their stories and talk to people after having participated in the project (Survey1). Researchers and practitioners highlighted that the main contribution of the project from their perspective was the benefits to the participating young people as a result of their engagement in the research process (...).</p> <p>The project provided young people with a unique opportunity to identify the ways in which they wished to share their personal history that was highly relevant and meaningful to them, and as such participation gave them the opportunity to develop communication and social skills to express themselves (Prac4, Res2, Res4, Res7).</p>	<p><i>"I speak out my mind [...] We got to talk about what happened in the past [...] I got to talk about who I am [...] I was able to demonstrate through drawing [...] we get skills [...] it helps to speak the truth about sharing [...] I learnt how to share with other young people [...] helps me to speak the truth about truth telling [...] I know how to share [...] I was able to pick those I feel comfortable sharing with [...] truth telling make you gain trust [...] I know how to share with out fear [...] helps young people to express themselves [...] it makes discussions easier [...] I know how to talk to people"</i> (Survey1)</p> <p><i>"[the PI] did a wonderful job of bridging the gap and making sure that their voices came out"</i> (Res2)</p> <p><i>"Even if a kid, even if a child who cannot speak, we would encourage that child to draw a picture of what he or she wants to say. [...] yes, there is a lot of change in how they [participating young people] are able to share their stories, you know, in how they are able to speak out"</i> (Prac2)</p> <p><i>"the main contribution that [the PI's] work would have had [speaking from experience] is the level of deep engagement and opportunity provision of youth to share their perspectives in a way that was sensitive and meaningful for them. This would have been a huge contribution and was implicitly gathered through [the PI's] discussion of the challenges of youth engagement in these contexts. [...] the young voices just kind of don't get heard and to have that opportunity to speak for themselves would have been no doubt really profound"</i> (Res7)</p> <p><i>"This work catalyzed conversations around young people's involvement in post-conflict truth telling commissions in Uganda, it opened space and was empowering for them [...] At the end of the research, the young people involved were in a position to articulate demands for their involvement in transitional justice."</i> (Prac4)</p> <p><i>"So the real participation and engagement of the young people who were involved in the project were likely to have benefitted even from just being involved in the process"</i> (Res4)</p>	H , post-project participant survey corroborated informants' discussions of the benefits for participating young people that resulted from the level of real participation and engagement facilitated by TTP.

Participating young people develop relationships with other participants	<p>Participating young people and research assistants commented on the relational aspect of the research in that it supported a feeling of unity, developed social networks and relationships, and was a positive experience that benefited participants (Prac2, Prac3, Survey1).</p> <p>Owing to the cultural sensitivity and high ethical orientation with which the project was executed, space was created for relationships to develop, as participants were brought together in group settings to develop a sense of community in a safe environment (Prac2).</p>	<p><i>“we meet with other young people [...] I like every one [...] I got to know about my friends [...] people I can come together with [...] it made me know that some young people have the opportunity to share [...] I know other people whom I can share with [...] you get to know your friends”</i> (Survey1)</p> <p><i>“[the PI’s] dissertation is a really good example of this, is that ideally young people should feel better when they come out of the research than they did going in. So there is an immediate personal impact hopefully in terms of improving young people’s well-being and that might just be from having had a fun time through to strengthening their social networks”</i> (Prac3)</p> <p><i>“there was that bond, there was that love, there was unity, there was that brotherhood, there was that sisterhood, and we were able to see community and that they were changed people”</i> (Prac2)</p>	M , survey participants corroborated informants’ discussions of the benefits for participating young people as a result of the level of genuine participation and engagement that was facilitated by TTP. It is unclear the extent to which these relationships were sustained, as participating young people were not reachable for interviews.
Participating young people recognize the value of their voice and agency in truth commissions/ transitional justice processes	<p>Participating young people reflected after the process that they believed everyone should be given the opportunity to share on what they know, and that those opportunities exist for them (Survey1).</p> <p>Enabling participating young people to recognize their voice and agency in truth commissions was encouraged through active listening and facilitation of culturally sensitive, respectful, and inclusive activities by the TTP. This reinforced the importance of their voice (Prac1). The TTP activities facilitated meaningful and safe processes that could be used to collect individual stories and accounts of what happened to them in future truth commissions (Prac1).</p>	<p><i>“I made me know that I also have opportunities to share [...] I know where to share my ideas [...] I speak out my mind [...] It makes me to know who I am [...] I learn important things in my life [...] it makes discussions easier [...] every one should be given an opportunity to share on what they know”</i> (Survey1)</p> <p><i>“It was important for them [the young people involved in the project] to know that we were contributing to a process that will be very important in the future. So, it was very practical, so it was very important, to me, for the whole process”</i> (Prac1)</p> <p><i>“They [participating young people] are going to grow to be more and more influential and that’s part of their life and hopefully they will model it”</i> (Res4)</p>	M , survey participants corroborated informants’ discussions of the benefits for participating young people as a result of the level of real participation and engagement that was facilitated by TTP.
Participating young people have confidence to share with adults	<p>Many participants noted that participation in the research activities boosted their confidence to speak the truth. After participating in the research activities, they described a new sense of courage and freedom (Survey1).</p> <p>In addition to recognizing the value of their voice and agency, participating young people developed confidence through the research process (...). Informants believed that the participating young people were given a new opportunity to share their ideas as a result of the project and</p>	<p><i>“[It] made me know that I also have opportunities to share [...] young people had the courage to speak the truth [...] it made us feel free to share with adults [...] it gives us courage to share [...] it made me feel free [...] it gave me courage”</i> (Survey1)</p> <p><i>“I know [the PI] did that [gave young people a new opportunity] because of our conversations, the way that we, the approach that we need, brought to our interactions with young people are very similar in that sort of sensitive and really open to listening and</i></p>	H , survey participants corroborated informants’ discussions of the benefits for participating young people as a result of the level of real participation and

	<p>given space to develop confidence to share with adults (Res7). The research process acted as a simulation of a truth-telling commission tailored for young people. The process was facilitated in an inclusive, respectful, and sensitive way that was opening to listening and hearing what young people had to say on their terms to contribute to an important process (Prac1, Prac2, Res7).</p>	<p><i>hearing what they had to say. I think that kind of engagement in particular is what was missing” (Res7)</i></p> <p><i>“[the project] contributed a lot, you know, to change in the mindsets of the young people to be free to share, to be free to speak of issues that they feel affect them and how they want it to be address” (Prac2)</i></p>	<p>engagement that was facilitated by the TTP. Evidence of the participating young people’s involvement in a national policy review on TJ is an indicator of realization.</p>
<p>Participating young people gain knowledge of truth commissions and transitional justice processes</p>	<p>Participating young people noted that they learned where to go to share their stories, they have the opportunity to share their stories, and they learned about truth-telling experiences from other contexts and countries through the project’s presentation of case studies (Survey1). A research assistant noted that one of the objectives was to increase the understanding of the participants about what TJ was, as many are not aware (Prac2).</p> <p>The project actively sought to improve participants’ knowledge of truth commissions and TJ processes (Prac2). RLP is currently involved in a secondary school curriculum review at the national level in collaboration with the Ministry of Education to integrate a TJ specific curriculum to expand the knowledge of truth-telling commissions and TJ processes to all young Ugandans (Prac1).</p>	<p><i>“we got knowledge [...] it helps us know where to go [...] I learnt many things [...] it made me know that some young people have the opportunity to share [...] I know the people that I should share with [...] I learnt some things on truth telling” (Survey1)</i></p> <p><i>“You know, transitional justice is something that most of the African people, most of the African kids, most of the African youth don’t understand, you know, what transitional justice is [...] during the time I was working with [the PI], we tried our best to make sure the kids understand what transitional justice is” (Prac2)</i></p>	<p>H, survey participants and members of the research team corroborated informants’ discussions of the benefits for participating young people as a result the level of real participation and engagement that was facilitated by TTP. Participation in the research process and the draft TJ policy process would have also facilitated this learning.</p>
<p>National actors learn benefits of & how to engage young people</p>	<p>The TTP was able to demonstrate the value of engaging young people regardless of the political situation to encourage their engagement (Prac6). The RLP workshop directly involved a subset of the young people who participated in the TTP to contribute to the review of Uganda’s draft TJ policy (Doc5). Young people were able to give input to this process. In June 2019, the Ugandan government committed to the inclusion of a guiding principle on the best interests of the child in a national policy that was approved by cabinet (Doc12). This is an indication of the government’s formal recognition of the benefit and value of engaging young people. The policy also highlights some gaps to guide future policy (e.g., to develop policy on children born while mothers were in captivity of the armed groups).</p>	<p><i>“This Policy will place special emphasis on the contribution of children in justice as well as adhere to their best interests. [...] In particular, it advocates for the full involvement and participation of women and children in decision making in conflict prevention and resolution [...] As much as the formal justice system in Uganda has well laid out institutions and processes that have been used in the administration of justice; there are gaps in terms of transitional justice. The most pertinent, this policy seeks to address are in relation to; the protection of witnesses, participation of victims in proceedings, and access to justice by the vulnerable especially children and women in post conflict situations [...] Children should not to be subjected to an amnesty process [...] Article 34, requires the accord of special protection to orphans and other vulnerable children” (Doc12)</i></p>	<p>L, no representatives from Ugandan government agencies were available to interview for the evaluation.</p>

	<p>TJ policy processes in Uganda were ongoing leading up to the beginning of the TTP. After a series of developments regarding the Ugandan conflict, including the Juba Peace Talks in 2006, the ICC's issue of five arrest warrants to high-level commanders of the LRA, and the signing of Agenda Item No.3 of the Juba Peace Talks, JLOS launched a Transitional Justice Working Group later that year to develop policy and legislation to give effect to the peace agreement (Doc4). RLP has close working relationships with government agencies. The RLP TJ workshop for ministry officials (line ministry training) given in October 2013 was intended to bring together researchers, policymakers and young people to promote reflection and discussion around the issues and opportunities related to young people in transitional justice (Doc22). As part of RLP's Beyond Juba Project II a follow up workshop directly engaged young people involved in the TTP to contribute to the review of the draft national policy (Doc4). Strategic partnership and effective collaboration with RLP were therefore paramount for the TTP to gain access to policy-makers and enable participation in policy development processes.</p>	<p><i>"What I think is very interesting and important of the work [the PI] was doing at that point was that she was able to identify the potentials of working with children, whatever the political situation was. That was a very useful contribution"</i> (Prac6)</p> <p><i>"Young people are part and important in TJ they are the future of this country and that is why there is need for the presentation of their views"</i> (Doc5)</p> <p><i>"A special session was also held with young people on Transitional Justice in Kitgum at the National Memory and Peace Documentation Centre, on Saturday 8th June 2013 to discuss the draft TJ Policy in light of enhancing young people and other vulnerable group's participation in Uganda's TJ process [...] The Platform recommends acknowledgment of the need to include young people and all vulnerable groups and survivors throughout the TJ process with deliberate effort and facilities being made available to realise their participation"</i> (Doc16)</p> <p><i>"This three day seminar will bring together 30 national and international researchers, experts, practitioners, policy makers working in the field of young people and transitional justice, and 15 young people between the ages of 11-22 to share best practices in research, training, policy and institutional reform and provoke critical reflection and discussion around the issues and opportunities related to young people and transitional justice"</i> (Doc22)</p>	
<p>Young people are involved in a dialogue to review a draft national policy on truth commissions/transitional justice</p>	<p>Members of the YPA in the TTP were also involved in dialogues that contributed to the development of Uganda's national TJ policy, which was approved by the Ugandan cabinet in June 2019 (Doc5, Doc8, Doc12, Prac1, Prac3, Res1).</p> <p>RLP facilitated a workshop, which brought together representatives from governments, NGOs, academia, law, and young people. The overall objective was to discuss and refine the draft TJ policy for Uganda.</p>	<p><i>"[when asked about contributions of the project] I think in terms of the transitional justice policy, I mean it was the first time that young people had been involved in reviewing a policy which was huge, so I think that's important"</i> (Res1)</p> <p><i>"Different parts of TJ and how it took place in Uganda was discussed. This was due to the current government discussions about laws and policies that will influence TJ in Uganda. The TJ policy was drafted by the JLOS on behalf of government but however it is not yet finished, and that is why a presentation about the draft TJ policy was presented to give young people a chance to have their contributions and inputs also integrated into the policy"</i> (Doc5)</p> <p><i>"There is an immediate personal impact hopefully in terms of improving young people's well-being and that might just be from having had a fun time through to strengthening their social networks, meeting adults who can help them, all the way through"</i></p>	<p>M, triangulated by policy documentation, researchers, and practitioners. No government officials were available for interviews</p>

		<p><i>to ideally having some sort of impact on policy which I think it did in this case” (Prac3)</i></p> <p><i>“The policy is a result of intensive and extensive consultations undertaken across the country over the past few years. Several meetings, workshops, and conferences have been held on the subject matter or related thematic areas” (Doc12)</i></p> <p><i>“So when the policy was being created, there was a consultation process that was carried out in mostly conflict-affected areas. And uh, the war committee [identified] different categories of persons to be involved, to speak to. And of course that’s how young people have a special category for the policy leading to be added into the consultation process. [...] They were consulted on mostly, how the violations of young people that what happened. What could be done to rectify that. And these are the recommendations that were included in the policy” (Prac1)</i></p> <p><i>“Uganda’s Cabinet finally approved a new national transitional justice policy designed to support these victims” (Doc8)</i></p>	
Practitioners (adults) recognize, adopt, and commit to support recommendations identified by young people in TC/TJ & other areas	The inclusion of young people’s voices in the national TJ policy in Uganda is indicative that practitioners have recognized and adopted recommendations identified by young people (Prac1). Researchers working with young people commented that the attitude shift that the TTP promoted would facilitate the realization of this outcome (Res3).	<p><i>“I would say that [the PI’s] work and other people’s work like it has really helped open people’s eyes to the importance of listening to young people, enabling their agency and creativity, not just having them tag along and participate in my agency’s project and really regard them in a different light” (Res3)</i></p> <p><i>“the policy that we have, though it has not yet been passed by government, it has the young people’s voices included. And also from there we have been able to document voices of young people on TJ issues. Those documentaries have been done, and then as I mentioned the Kitgum Festival and the documentaries, we have been able to keep documentaries and take them to secondary schools, to communities, and target youth where we show the youth TJ-related issues, and then lead the communities to discuss these issues, talk about them and also come up with how they affect young people and move it forward” (Prac1)</i></p>	M , evidence limited to perspectives of those within the PI’s network.
Researchers, NGOs, practitioners, governments, & intergovernmental organization use research findings, principles and/or methods	Researchers, NGOs, practitioners, and intergovernmental organizations within the social networks of the PI are using the findings, principles, and/or methods, but there is limited evidence of use beyond the PI’s sphere of influence. Practitioners and NGOs close to the project are using the principles to guide their engagements with young people. JLOS in Uganda has adopted the principles. The exact application of the tools and attribution to the project	<p>Use in Practice</p> <p><i>“It is hard to say exactly where the tools would have been used” (Prac5)</i></p> <p><i>“I think they were really skills, not as much as they would be approaches, but skills for engaging youth, listening more, giving them platforms for self-expression, allowing them opportunities to</i></p>	L , insufficient representation from all groups, and none from those outside of the direct influence of the project. It is assumed that because the influence of the project

	<p>remains unclear. Partners discussed the TTP's knowledge and methodological contributions that have enhanced partners' organizational capacity to work effectively with young people and that they are sharing these methods within their networks through fora of which they are a part (Prac1, Prac8).</p> <p>It is assumed that because the project worked effectively in partnership and leveraged social networks with organizations who value human rights, the research findings, principles, and methods will continue to be adapted and adopted in the future.</p>	<p><i>direct what skills they want to acquire, those are some of the few approaches that have come"</i> (Prac8).</p> <p>Use in Policy</p> <p><i>"I think that policy if it gets to be passed, one is the rights of children in conflict, and it means that children in conflict who are explicitly addressed and also the post-conflict challenges that affect children. Because one the policy highlights the challenges, the socioeconomic challenges, the social, the internal challenges of conflict, the issues of harassment, sexual, torture and other forms of crippling, inhumane treatment that young people go through. So it is about how do you make the post-conflict environment foster morality and self-respect, a respectful space for children, that you know, dealt with a lot. So look at this policy when it comes to place, it will be able be address the root of child victims, issues of culture, and other avenues that have not been addressed"</i> (Res1)</p> <p><i>"Well in the case of Sri Lanka, I think that [the PI's] contributions in the conference I invited [the PI] to were very significant. As a result of that particular conference, I am not individualizing [the PI] here, but as a result of the conference the collective contributions in that conference, we were able to establish very clearly the importance of the role of children in TJ in that country so every TJ draft law on truth on reparations on disappearances etc. all of those pieces of legislation open or about to be published, all have a clear mention to the rights of children"</i> (Prac6)</p> <p><i>"Also if this policy is to come into place, it really should have a truth and reconciliation commission that brings stability to Uganda, and of course liberation of refugees of the other countries, that [the PI] did a comparative study of engaging young people in the truth-telling commission. It could inform how commissions work with children"</i> (Prac1)</p> <p><i>"Uganda's Cabinet finally approved a new national transitional justice policy designed to support these victims, but what impact it will have if and when it's fully implemented remains to be seen"</i> (Doc8)</p> <p>Use in Research</p> <p><i>"the work [of the project] not only inspired me to do a more community-led approach but to really work on making sure that the voices and agencies of the most vulnerable people are not just included but influential. It showed me that it really is possible and</i></p>	<p>was sufficiently broad in Uganda and internationally, there is potential for future use and uptake.</p>
--	---	---	--

		<p><i>I would say that I gained some inspiration around this from some of the participatory action research that I have been engaged in with girl mothers who were reintegrating in Northern Uganda, Sierra Leone and Liberia” (Res3)</i></p> <p><i>“Methods used were participatory, child centred, combined playful experiential engagement with deeper discussion and reflection [...] If we scan this arc from justice to mental health, there are signs of hope. In Uganda, a neighbouring country to Eastern DRC, children who experienced the horrors of the Lords Resistance Army and its legacy of civil war, are now participating in a child centred truth and reconciliation process, similar to the ones recently conducted in Sierra Leone and Liberia. These quasi-judicial processes are imperfect, yet they do provide a mechanism to partially redress the mental wounds of children and communities scarred by war” (Doc9)</i></p> <p>The dissertation is cited in three documents, two by RRU graduate students, and one by the Children’s Rights Academic Network (Doc9). Wamimbi (2018) makes three references to the dissertation in text to craft arguments for child learning through active interaction (noting PAR as an appropriate method), and that young people have the right to contribute to issues that affect them. This research applied PAR methods used by IICRD, and aimed to document risk factors and protective factors available to children who have experienced violence in Uganda (Doc21). Mintah (2019) uses the dissertation to justify the use of PAR methods (Doc24).</p>	
Research assistants apply creative methods in their work	<p>Evidence suggests that the research assistants do apply creative methods including drama, art, dance, and videography in their current work with young people (Prac1, Prac2).</p> <p>The project provided a hands-on experience for the research assistants with facilitating and exposure to different methods to engage young people. This supported an orientation toward and interest in these methods. Other sources of this orientation include exposure to similar work being approached through arts-based methods (e.g., in Europe, Asia). However, the project was not the only factor. At times, young people would demand that arts-based methods be used (Prac2, Prac8, Res7).</p>	<p><i>“So we bring people to sing, we bring some dance group to dance. I mean, like, there is a lot of entertainment activities that happen during the course of events that we do. So we in singers, we bring in dancers, drummers, we bring actors, you know, all these kinds of people who do all the different kinds of acts that are helping at promoting peace.</i></p> <p>Interviewer: <i>Okay. So it is using art as a method to promote peace. Singing, dancing, entertainment...</i></p> <p>Interviewee: <i>Yes, so we are using art as a way of sending out the message of peace, the message of love, the message of forgiveness for one another. That’s really nice. Where did you get the inspiration to use art as a form of promoting peace, could you tell me a bit about that?</i></p> <p>Interviewee: <i>Well, okay, yeah. I’ve been watching these international events. I have been watching these international</i></p>	M , one of the research assistants could not be reached for an interview.

		<p><i>events that happen in Europe, in America, and all this, and I have seen how people come to one place. They have their joy, they have the love, they are able to share a drink, they are able to dance as family, they are able to dance as friends. So you know, I... Me and my friends, we decided to help bring that kind of heart here, so that... You know, most of the youth in Juba here have a lot of stress"</i> (Prac2)</p> <p><i>"Also, they are able to give their perceptions, be able to... because now, we, out of the NMPDC, we had young people approach us and say 'We want to paint your wall with graphic that speaks to peace, to reconciliation', so made, what came out was art that is done by young people. And they come up to us and say, 'It feels like we can speak to it'. But this came from our engagement with them in the community, and again, from the steps we took to engage"</i> (Prac1)</p>	
Other practitioners apply creative tools/approach in their work on issues that affect young people	<p>Most practitioner informants were aware of the research project. One who was not aware mentioned that their organization uses music, dance, and drama to engage with young people (Prac7).</p> <p>While the project demonstrated the utility of creative tools and methods to engage young people, other practitioners have made use of these kinds of methods through their experiences of observing low attendance rates among youth in activities and the need for new strategies to create uniting activities for peace-building. While this is in line with the approach and methods taken by TTP, it is unclear the extent to which and how the project is responsible for other practitioners taking this approach.</p>	<p><i>"Actually most of those [methods of engaging young people] are based on our interaction with the community leaders where we started our intervention. We realized that mostly the activities we were doing were attended by the elderly people. The young people always had to shy away, so what we did, working alongside the local leaders, we devised means of bringing the youth in such activities, mostly by engaging, electing youth leader[s] to be part of the mediation team or to constitute part of the local leadership that normally governs a clan or something like community members. When we conduct such activities, the representative[s] of the young people are also part of it, they always think of alternatives of how to engage young people in some of our activities. So it is through such activities that they came up with the initiative like conducting music dance and drama that would attract them"</i> (Prac7)</p> <p><i>"through [the PI's] participatory approach, and the ideas that [the PI] had about engaging young people, we took some of those approaches and were able to work more effectively"</i> (Prac8)</p>	L , limited perspectives from practitioners who were not directly involved in the project.
Academics and practitioners recognize and seek out PI and team's expertise	<p>Academic and practitioner informants within the PI's professional networks commented on the depth of experience brought by the PI to both research and practice, and that they have sought out collaborations to utilize the PI's expertise (Prac6, Res1, Res2, Res8). Research assistants have been recruited to continue to support initiatives with respect to young people's engagement in post-conflict peace-building, and in their new roles are</p>	<p><i>"I initially got information of [the PI's] work when I was organizing ICTJ's annual course on truth commissions in Barcelona. So that must have been probably 2012-2013, I am not very sure. And well I think [the PI] made a very interesting contribution to that course, after that we have been in touch on a few occasions. Most notably in 2017, I invited [the PI] to Sri Lanka where I have been organizing together with UNICEF a large international conference on the rights of children in TJ. That had to do with in Sri Lanka</i></p>	H , academic and practitioner informants corroborate that they have sought out the PI and/or the research team's expertise for various tasks, and speak positively to

	<p>sought out for their expertise by practitioners (Prac1, Prac2, Prac5).</p> <p>Professional development and experience prior to and during the TTP enabled the PI to extend the depth of experience as a research-practitioner to continue to progress in their career (Res1). Completing a doctorate was noted to be critical to giving the PI – and all doctoral students – the credibility required to become experts or be perceived as such (Res2). Skills developed and opportunities provided through the research process supported research assistants to be recognized and sought out for their expertise on the topic, who now continue work in the field.</p>	<p><i>there is a process of establishment of a TJ governmental policy” (Prac6)</i></p> <p><i>“That’s what our doctoral program does, it allows people to become experts in their area. Becoming people the media and politicians will talk to and it’s not that they have the degree behind the name, it’s that they really know what they are talking about [...] For good or bad, what the academic credential does is give them the credibility to be experts or to be seen as experts” (Res2)</i></p> <p><i>“Well I think whether it was [the PI’s] doctorate and/or other expertise, I think [the PI] definitely brings in some depth of experience working with...doing research with and working with young people so I think that certainly has contributed to our work and our capacity to engage young people” (Res1)</i></p> <p><i>“[The PI] comes in to do a presentation about [their] work I think it is also really good for the students to see, because it’s an international example of the engagement of youth in different ways and art based research, they just love hearing from a different person [...] I actually brought [the PI] in as a facilitator for the circle care mapping work that we did with the South Island division because we needed another person, so that was great to bring [the PI] into the Innovation Support Unit as a facilitator but then moving forward we are going to be collaborating on a couple of different grants as well” (Res8)</i></p> <p><i>“[the PI] recruited [their] own research assistant who subsequently joined our staff and is still on our staff” (Prac5)</i></p>	<p>their personal relationships with members of the research team, indicating respect for expertise and professionalism.</p>
Kampala Recommendations are implemented	<p>The TTP’s research informed the Kampala Recommendations as the PI participated in their development during the project (Doc1, Prac1). While the Kampala Recommendations were picked up by the UN and lead to invitations to the PI to further amplify and disseminate the content, the Kampala Recommendations were not perceived to have been concretely implemented (Res9). It is unlikely that the Kampala Recommendations have led to observable changes in behaviour, though it is potential for uptake in the future given the effort to share through international networks and coalitions (Blog1).</p>	<p><i>“[the research] informed part of the Recommendations. The Kampala Recommendations were more work with engagement, how to engage young people in post-conflict. Because if you want to get a different set up, you know, working with young people to discuss the issues around working on post-conflict. And that was mostly informed by the conference I think, on youth and children. Because the Kampala brought together very, very many practitioners and experts” (Prac1)</i></p> <p><i>“we had that conference in Kampala where we made also made the connection between children’s rights, mental health, psychosocial wellbeing and transitional justice [...] I didn’t think it really got an echo around, as far as I’m aware, I don’t really think it was picked up worldwide [...] as an actor, organizations like UNICEF and so on have a bigger impact, probably we didn’t have the right audience at the conference itself, we had quite a huge</i></p>	<p>L, many informants that were identified to have knowledge on this topic were not reachable.</p>

		<p><i>representation from the South which was our goal, that was also the reason we organized it in Kampala because that is much more accessible for participants in terms of time and costs and visa requirements. Probably that made us lose some wider audience in the North where those main actors are still there. It got some reflection in the UN, in the, I was invited there was a roundtable on the guidance of our Majesty the Queen, Queen Matilda on war affected children and rehabilitation processes. There I was also invited to speak about it so it was kind of echoed here and there, but I don't think it really made a difference in terms of changing the field of some views" (Res9)</i></p> <p>"The Recommendations have now been shared with a number of national and international networks and coalitions, and War Child Holland hopes that they can become a benchmark for reintegration programmatic decisions and an established standard of good practice" (Blog1)</p>	
Governments change policy for better TC/TJ approaches	<p>The project's active contributions to the Kampala Recommendations, the national-level Ugandan policy on TJ, and the PI's advisory role in the Sri Lankan truth commission process indicate significant contributions to changes in policy that have the potential to yield better truth commissions and TJ approaches (Doc8, Prac11, Prac6, Res1). Likewise, Uganda's curriculum review signals a positive effort to integrate TJ into secondary schools to have a more widespread influence on young people's understanding of the history of the conflict, TJ, and truth commissions (an initiative supported by a former research assistant involved in the project) (Prac1). However, it is too early to assess the extent to which the policy changes will benefit victims of the conflict as these are ongoing processes, and a rigorous policy analysis was beyond the scope of this evaluation. It is assumed that the presence of new policies will yield a better situation for victims than in the absence of policy (Res1).</p> <p>The research team's active participation in ongoing policy processes was paramount to making contributions to policy changes. Professional development obtained through the research process boosted their credibility and networks to generate opportunities (Prac1, Res1). The timing of the research aligned well with the policy development timelines, which are influenced by a number of variables including political will, funding, and supportive initiatives</p>	<p><i>"I think that policy if it gets to be passed, one is the rights of children in conflict, and it means that children in conflict who are explicitly addressed and also the post-conflict challenges that affect children. Because one the policy highlights the challenges, the socioeconomic challenges, the social, the internal challenges of conflict, the issues of harassment, sexual, torture and other forms of crippling, inhumane treatment that young people go through. So it is about how do you make the post-conflict environment foster morality and self-respect, a respectful space for children, that you know, dealt with a lot. So look at this policy when it comes to place, it will be able to address the root of child victims, issues of culture, and other avenues that have not been addressed" (Res1)</i></p> <p><i>"Well in the case of Sri Lanka, I think that [the PI's] contributions in the conference I invited [the PI] to were very significant. As a result of that particular conference, I am not individualizing [the PI] here, but as a result of the conference the collective contributions in that conference, we were able to establish very clearly the importance of the role of children in TJ in that country so every TJ draft law on truth on reparations on disappearances etc. all of those pieces of legislation open or about to be published, all have a clear mention to the rights of children" (Prac6)</i></p> <p><i>"Also if this policy is to come into place, it really should have a truth and reconciliation commission that brings stability to Uganda, and of course liberation of refugees of the other countries,</i></p>	L, insufficient evidence to qualify the new approaches for TC/TJ as government representatives were not reachable for an interview.

	by organizations like UNICEF who are oriented toward human rights, young people, and TJ.	<p><i>that [the PI] did a comparative study of engaging young people in the truth-telling commission. It could inform how commissions work with children</i>" (Prac1)</p> <p>"Uganda's Cabinet finally approved a new national transitional justice policy designed to support these victims, but what impact it will have if and when it's fully implemented remains to be seen" (Doc8)</p>	
Other researchers/students use research and take up new questions	<p>Researchers and students are using the research by citing the PI and pursuing new lines of inquiry. Another DSocSci student studied and wrote on a similar topic from the same institution, and had overlapping supervisory committee members with the PI (Doc21). This research in particular explored impacts of violence against children from a gender perspective, which was a noted gap for future research identified by the TTP (Doc1, Doc21).</p>	<p>"Like all good research, this study raised a number of unanswered questions to be explored to be explored in future research. For example, it is unclear how participation in this research may have raised expectations among the participants for material support. Possibly, even if they did not expect compensation, they may have harbored hope that an NGO or other agency would be more likely to come to their village and support them or their families. Also, how will the youth-driven processes connect with the macro-level processes of truth telling and wider peace-building? Yet another question is how families and communities view the children's participation in this research. In many studies that focus on children, there is an unintended shift in the balance of power toward children, and it would be useful to track that" (Doc6)</p> <p><i>"I am guessing that [the PI's] research spawned others, and I know that two of the committee members were doing this kind of research, so there is a category of people doing that kind of research out there"</i> (Res2)</p> <p>"Fill the research gaps. [...] There is much to learn, question and discover in the field to better support and protect young people as they engage as active participants. Through this chapter, I have noted several topics that have emerged through this research that require further exploration. For example, further research is needed to explore the victim-perpetrator dualism and how to best facilitate accountability and reintegration for formerly abducted young people and other young people affected by conflict. In post-conflict truth telling processes, more in-depth ethnographic research is also needed to understand the unique needs of younger children versus young adults, and across the dimensions of gender and life experience. A more detailed understanding of traditional truth-telling practices and their applicability with young people and in post-conflict truth telling contexts is also important. For example, girls participating in the research felt that the traditional practice of wang-oo was not a culturally appropriate method for their post-conflict truth telling, whereas boys felt differently. It would also be</p>	M , corroborated by researcher interviews and document review.

		<p>important to understand how post-conflict truth telling can address cen (the haunting of spirits), as this has implications on healing and recovery today and in the future. Also how can post-conflict truth telling be strengthened [<i>sic</i>] by religious and cultural practices? [...] I suggest that research also explore the experiences of statement takers. They bear the burden of responsibility to be present and hear other people's stories, yet may not be given the support they need to both process and cope. I recall talking with a male statement taker in Sierra Leone who had listened to young women talking about rape, and he struggled to reconcile the information. How are statement takers being supported? What are their experiences with statement taking? How does the process of statement taking impact them? In short, there are a plethora of research topics warranting further exploration and I have only begun to touch on some here. Ongoing research is essential to support young people and communities in the transition from conflict to peace" (Doc21)</p>	
<p>Researchers use creative tools/approach in their work on issues that affect young people</p>	<p>Researcher informants in the PI's network noted that the project in part inspired them to take on a more community-oriented approach that focused on effective child participation (Res1, Res3, Res4). Some of the researchers interviewed had a pre-existing orientation to applying creative methods and approaches in their work on issues that affect young people (Res1, Res7).</p> <p>Many other researcher informants within the PI's network are already oriented to creative methods and participatory approaches to engage young people (Res1, Res7, Res8). The influence of the project is therefore limited to observation and exposure to the process up to its conclusion, and the mutual learning that arises from continued engagement and collaboration on the part of the PI in this area of mutual interest. This influence continues to be exerted through the researcher's professional development and interactions in the academic sphere (i.e., corresponding activities, networks, projects, and collaborations).</p>	<p><i>"Absolutely. [The PI's] work not only inspired me to do a more community-led approach but to really work on making sure that the voices and agencies of the most vulnerable people are not just included but influential. It showed me that it really is possible [...] and the fact that [the PI] was able to work across groups was really critical to me. So I would say that that has found expression, that is one of the streams, one of the nuggets of insight that has actually led me in this whole community approach where communities can get together and reflect on what are the causes of vulnerability to children and what can the community do to prevent those things and taking those steps not to just have it be the chief or the elder women the power, but to really include the children with disabilities, the poor, the boys that have to work making bricks or working in diamond mines, all of these things, all of these people come into view in a very important way. I wouldn't say [the PI's] work was the only thing that led me in that direction but it has definitely had an influence" (Res3)</i></p> <p><i>"I think it [the project] it's one of those elements that has encouraged me to take steps to ensure that child participation is involved, to be serious about child participation I'll put it that way, because for the most part we don't see nearly as much, I am not talking about IICRD now because it has a strong commitment – even with the best intention people you often see something that is superficial in regards to child participation, it is more exemplary to their substance character" (Res4)</i></p>	<p>M, all informants interviewed were a part of the PI's professional network. No evidence that the TTP influenced researchers outside of the PI's network.</p>

		<p><i>“I think [the PI] definitely brings in some depth of experience working with...doing research with and working with young people so I think that certainly has contributed to our work and our capacity to engage young people. I think [the PI’s] creative methods; many of us have that so I think there is a nice complement there in terms of bringing in ideas for that. I think it is evidenced in [the PI’s] work but it’s a different focus, [the PI] is very committed to indigenous understanding and brining in sort of an awareness of, an indigenous lens whatever, and I think [the PI] brings that to the lab frequently in [their] comments or actions. I think [the PI’s] work at heart was participatory, collaborative and I think again that contributes to a space that it trying to be as collaborative as possible” (Res1)</i></p> <p><i>“Yeah I did use them in my actual PhD research, I used a lot of arts methods. Also has been for myself, I sort of an art therapy kind of thing as a means of processing and dealing with the difficult emotions that arise in the research” (Res7)</i></p>	
<p>Researchers apply and refine approaches to learn lessons</p>	<p>Researcher informants apply similar research approaches to those of the project, and reflected on some of the lessons they have learned in their own processes (Res1, Res7).</p> <p>Many of these researchers apply these approaches in variable contexts as a result of their own orientation to and value for genuine engagement of young people to guide their research, while others have some ongoing working relationship with the PI where the TTP contributions continue to manifest.</p>	<p><i>“I think a lot of people working with youth use creative methods and that’s you know, a lot of the theorists are looking at different stages of engagement from various superficial engagement through to very meaningful engagement where young people are actually engaged in decisions and I mean, a much more equal partnership. We in the lab use a youth-adult partnership model and we talk about the need for both and really looking at that again as a mutual learning as non-hierarchical as possible” (Res1)</i></p> <p><i>“one thing that I stress that I have always stressed when I present about my research and what not is with young people, this need for long term engagement. Because I recognize that at the beginning of my research, you know we did very participatory work and it was really fun and I got a lot of information, but if I had written my dissertation just based on that it would have been so completely different than what it ended up being like five years afterwards, but also recognizing that there’s so much change that happens not only with distance from the conflict but in terms of young people coming to terms, not coming to terms but sort of just trying to make sense themselves at a more analytical level as they get older” (Res7)</i></p>	<p>M, researchers interviewed were part of the PI’s professional networks. No evidence that the TTP influenced researchers outside of the PI’s network.</p>
<p>Academic discussion on young people’s involvement in TC/TJ processes gains traction</p>	<p>The academic discussion on young people’s involvement in truth-telling and TJ is still young, but has gained some traction since the conclusion of the research in 2014. A total of five articles have been published to date with a total of</p>	<p><i>“It’s still a relatively young area of research in and of itself so I think it is still evolving as we are speaking, and hopefully this kind of work will continue to grow and flourish in years to come” (Prac3)</i></p>	<p>H, interviews with researchers, documents, and analytics corroborate trends toward more</p>

	<p>nine citations, three of which are citations pertaining to research publications written by the research team.</p>	<p><i>“it [the project] has the potential to contribute to other similar processes and to the general understanding and sort of buy-in around the need to look at the issues that she was looking at like how do we shift adult-centric, adult-designed processes and do they work with young people?”</i> (Res1)</p> <p>“This dissertation, which interweaves elements of transitional justice and truth-telling, psychosocial support, child protection, and research ethics, is an excellent piece of research that makes highly significant contributions to both knowledge and practice. Its highly multidisciplinary and child participatory approach avoids many of the problems [inherent to working with children] and its keen ethical sensitivity makes it a beacon for other researchers in this nascent field. The fact that the research was done in northern Uganda is not only timely given Uganda’s post-conflict process but also impressive because in the past, work with children there has typically been sectoralized and ethically challenged. As one example, the extensive work on psychosocial support for children in northern Uganda was not holistic but focused on counseling for former child soldiers, with too little attention given to the voices and perspectives of children and to the wider tasks of reintegration, social healing, and restoration of shattered relationships” (Doc6)</p> <p>Results from Scopus analysis: Research team members have made two contributions, while other authors have made three contributions to the topic. The articles published on this topic have been cited a total of nine times.</p> <p>Research products from the project have been cited by three other scholars.</p>	<p>discussion in academic literature since 2015.</p>
<p>Accumulation of scholarship influences the practice of organizations</p>	<p>If the research is approached in such a way that is relevant to organizational functioning in the context in which they are working, organizations who actively seek out such information will consider it when approaching activities (Prac3, Prac5, Prac6).</p> <p>It is reasonable to expect that organizations that use scholarship to inform their work will be influenced, though some do not consult scholarship when planning activities (Prac6).</p> <p>Practitioners will determine the utility of information by assessment of relevance of the information to the task at hand. Community-level research has the greatest influence</p>	<p><i>“We realised sometimes is that there is generally quite a big disconnect between community understandings, policy understandings and academic understandings, they seem to be very far apart on a lot of issues. I think we try to maintain some kind of sense of all three, but I would say we get our biggest energy from the community level research and dialogues and understandings”</i> (Prac5)</p> <p><i>“I mean I will use what I find but I would say mostly you find the relevant accounts from practitioners in the field. If when you find academic work that is significant, it usually comes from people who have been in the field too no?”</i> (Prac6)</p> <p><i>“Just a comment from a scholastic point of view, it is often harder in non-English speaking contexts because there’s less research that</i></p>	<p>L, dependent on what the accumulation of scholarship entails and conclude, whether there is relevance to organization’s objectives, and whether the organization searches for scholarly information to inform their work.</p>

	on organizations working in this context to avoid disconnect in understandings.	<i>has often been carried out in those contexts, there's way more research in East Africa than there is in West Africa for example even though the issues are harder in West Africa than they are in the East"</i> (Prac3)	
Opportunities are leveraged for young people's voices and perspectives to contribute to TC/TJ dialogue and discourse	The project created and leveraged opportunities for young people's voices to contribute to dialogue and discourse around TJ and TCs in Uganda and beyond. Such opportunities include the TTP's research process, the strategic partnership with RLP to facilitate the review of the draft TJ policy, and subsequent initiatives with young people RLP has taken on (Prac1, Prac5, Res7). Other forces contribute to this across the world through other initiatives to localize aid for community accountability rather than donor accountability (Res3).	<p><i>"The main contribution that [the PI's] work would have had [speaking from her experience] is the level of deep engagement and opportunity provision of youth to share their perspectives in a way that was sensitive and meaningful for them. This would have been a huge contribution and was implicitly gathered through [the PI's] discussion of the challenges of youth engagement in these contexts"</i> (Res7)</p> <p><i>"those initiatives [in localization of aid] are creating more space for local dialog, decision making and action. On the child protection side, the global standards, the minimum standards on child protection for humanitarian action are under revision. I would say there is no an 80 percent chance that the standard on community level child protection is going to emphasise the importance of handing over power to the community, taking seriously the task of listening to girls and boys, strengthening their own agency and enabling local power decision making and community-based initiatives and action. This is so different, I never thought I would see this in my lifetime, I really didn't [...] I would say that [the PI's] work and other people's work like it has really helped open people's eyes to the importance of listening to young people, enabling their agency and creativity, not just having them tag along and participate in my agencies project and really regard them in a different light"</i> (Res3)</p> <p><i>"We the deaf always face difficulties everywhere we go, most places don't have interpreters so we cant go to give our ideas, this process should have interpreters and should use different ways of expression like drama other than just talking"</i> (Doc22)</p> <p><i>"Refugee Law Project worked together with some of the young people that [the PI] included in [their] research to include their voices in the TJ policy. So it was a process that had to make an organization think that, yes, a conference where we are going to engage young people, because we were put on the spotlight. So if you also make it important when you are involved you can't work around young people's issues without involving them. I think one is that knowing that it is not only Uganda that has had conflict, at different parts of the region, kind of provided a research summary, and then also just being given a chance to be listened to, to hear</i></p>	H , evidence for antecedent outcomes supports this outcome realization, triangulation realized with researchers, practitioners, and documentation.

		<i>their voices and document their voices was great [...] Currently Uganda is undergoing a curriculum review for secondary education and new topics are being introduced. So as an organization, we took the opportunity to see how transitional justice can be incorporated into the curriculum” (Prac1)</i>	
Young people play a greater role in TC/TJ dialogue and discourse	<p>While young people appear to play a greater role in TC/TJ dialogue and discourse, there is evidence that suggests this participation can be both positive and negative; some experiences can be empowering and progressive, while others can be harmful; it depends on the process by which they are engaged (Res3, Res7).</p> <p>The project facilitated an opportunity for young people to play a role in TC/TJ dialogue and discourse in the Ugandan context, and future changes are coming with the TTP’s partners’ work on reviewing the curriculum in secondary schools to integrate elements of TC/TJ (Prac1, Prac3, Res3, Res7).</p>	<p><i>“You think about young people themselves having voice and agency was something that the NGOs had completely missed, so I think in a variety of ways it has found its way into international discourse” (Res3)</i></p> <p><i>“it could inform the part of the curriculum that we are using to engage young people in TJ. So I’m on the committee of the Ministry of Education, and looked at how the curriculum, how they can learn about TJ in schools and how is this curriculum more centre-managed and students can look at the root of it. So that was done, we hope the new curriculum, eventually the Ministry of Education gets rolled out, TJ is a huge component that students can use to learn about it” (Prac1)</i></p> <p><i>“Certainly I think the depth and the quality of engagement of young people [in TC/TJ in Uganda] wouldn’t have been as high as it was without [the project]” (Prac3)</i></p> <p><i>“I’m thinking of specifically this one boy who is very articulate so he has become kind of a spokesperson and this one organization that works specifically with children born into the LRA, they have really I don’t want to say used, but kind of used him to come to promote their cause as the representative of the children, so he’s gone to several conferences to present and they, and I was chatting with him on Facebook once during one of these, and he was so frustrated because they basically told him what they wanted him to say” (Res7)</i></p>	M , no young people were interviewed, so perceptions are limited to adult experts in child rights and development.
Future TC/TJ gain a fuller account of history and support meaningful reconciliation/healing for all people affected by conflict	<p>There is insufficient evidence to assess this outcome. Its realization depends on how policies are implemented and how processes are facilitated and received by victims.</p> <p>There was some speculation from practitioners that because the project facilitated ongoing local processes led by young people, this would have the potential to significantly contribute to the kind of meaningful and ethical truth-telling required for peace (Prac3).</p>	<p>“Government shall ensure witnesses are protected and victims participate in proceedings and to the extent possible, remove barriers for access to justice by victims especially the vulnerable” (Doc12)</p> <p>“To be authentic PAR and to have sustainable results, the child-driven process has to continue independently on its own. Viewed in this light, the research has realized a very positive (and unusual) outcome by having facilitated an ongoing local process that young people lead and that has the potential to contribute significantly to meaningful, ethical truth telling and societal transformation for peace” (Doc6)</p>	I , limited to speculation by informants, no conflict victims were interviewed.

Appendix 6. QAF Criteria Definitions

Research Quality Assessment Framework (adapted from Belcher et al., 2016)

Relevance: The importance, significance, and usefulness of the research problem(s), objectives, processes, and findings to the problem context.		
<i>Criteria</i>	<i>Definition</i>	<i>Rubric Statement</i>
Clearly defined socio-ecological context	The context is well defined, described, and analyzed sufficiently to identify research entry points.	The context is well defined, described, and analyzed sufficiently to identify research entry points.
Socially relevant research problem ⁵	Research problem is relevant to the problem context ⁶ and current academic discourse.	The research problem is defined and framed in a way that clearly shows its relevance to the context and demonstrates that consideration has been given to the practical application of the new knowledge generated.
Engagement with problem context	Researchers demonstrate appropriate ⁷ breadth and depth of understanding of and sufficient interaction with the problem context.	The documentation demonstrates that the research team has interacted appropriately and sufficiently with the problem context to understand it and have potential to influence it (e.g., through site visits, meeting participation, discussion with stakeholders, document review, etc.) and new knowledge is considered and incorporated appropriately as it becomes known.
Explicit theory of change	The research explicitly identifies its main intended outcomes and how they are intended or expected to be realized and how they will contribute to longer-term outcomes and/or impacts.	The research explicitly identifies its main intended outcomes and how they are intended or expected to be realized and how they will contribute to longer-term outcomes and/or impacts.
Relevant research objectives and design	The research objectives and design are relevant and appropriate to the problem context; the research is timely, useful, and appropriate to the societal problem ⁸ ; research design is specific to important context characteristics (includes stakeholder needs and values).	The documentation clearly demonstrates, through sufficient analysis of key factors, needs, and complexity within the context, that the research objectives and design are relevant and appropriate.

⁵ **Research problems** are the particular topic, area of concern, question to be addressed, challenge, opportunity, or focus of the research activity. Research problems are related to the societal problem but take on a specific focus, or framing, within a societal problem.

⁶ **Problem context** refers to the social and environmental setting(s) that gives rise to the research problem, including aspects of: location; culture; scale in time and space; social, political, economic, and ecological/environmental conditions; resources and societal capacity available; uncertainty, complexity and novelty associated with the societal problem; and the extent of agency that is held by stakeholders (Carew & Wickson, 2010).

⁷ Words such as ‘**appropriate**’, ‘**suitable**’, and ‘**adequate**’ are used deliberately to allow for quality criteria to be flexible and specific enough to the needs of individual research projects (Oberg, 2008).

⁸ **Societal problem** is ‘an area in which the need for knowledge related to empirical and practice-oriented questions arises within society due to an uncertain knowledge base and diffuse as well as controversial perceptions of problems’ (Pohl et al., 2007).

Appropriate project implementation	Research execution is suitable to the problem context and the socially relevant research objectives.	The documentation reflects effective project implementation that is appropriate to the context, including ongoing engagement with stakeholders, incorporation of new knowledge, and reflection and adaptation as needed.
Effective communication	Communication during and after the research process ⁹ is appropriate to the context and accessible to stakeholders, users, and other intended audiences.	The documentation indicates that the research project planned and realized appropriate communications with all necessary actors during the research process.

Credibility: The research findings are robust and the sources of knowledge are dependable. This includes clear demonstration of the adequacy of the data and the methods used to procure the data, including clearly presented and logical interpretation of findings.

<i>Criteria</i>	<i>Definition</i>	<i>Rubric Statement</i>
Broad preparation	The research is based on a strong integrated theoretical and empirical foundation that is relevant to the context.	The documentation demonstrates critical understanding and integration of an appropriate breadth and depth of literature and theory from across disciplines relevant to the context, and of the context itself.
Clear research problem definition	The research problem is clearly defined, researchable, and grounded in the academic literature and the problem context.	The research problem is clearly stated and defined, researchable, and grounded in the academic literature and the problem context.
Clear research question	The research question is clearly stated and defined, researchable, and appropriate to address the research problem.	The research question is clearly stated and defined, researchable, and justified as an appropriate way to address the research problem.
Objectives stated and met	Research objectives are clearly stated and met.	The research objectives are clearly stated, logically and appropriately related to the context and the research problem, and realized, with any necessary adaptation explained.
Feasible research project	The research design and resources are appropriate and sufficient to meet the objectives as stated, and sufficiently resilient to adapt to unexpected opportunities and challenges throughout the research process.	The research design and resources are appropriate and sufficient to meet the objectives as stated, and sufficiently resilient to adapt to unexpected opportunities and challenges throughout the research process.
Adequate competencies	The skills and competencies of the researcher(s), team, or collaboration (including academic and societal actors) are sufficient and in appropriate balance (without unnecessary complexity) to succeed.	The documentation recognizes the limitations and biases of individuals' knowledge and identifies the knowledge, skills, and expertise needed to carry out the research and provides evidence that they are represented in the research team in the appropriate measure to address the problem.
Research approach fits purpose	Disciplines, perspectives, epistemologies, approaches, and theories are combined appropriately to create an approach that	The documentation explicitly states the rationale for the inclusion and integration of different epistemologies, disciplines, and methodologies, justifies the approach taken in reference to the context, and discusses

⁹ **Research process** refers to the series of decisions and actions taken throughout the entire duration of the research project and encompassing all aspects of the research project.

	is appropriate to the research problem and is able to meet stated objectives.	the process of integration, including how paradoxes and conflicts were managed.
Appropriate methods	Methods are fit to purpose and well suited to answering the research questions and achieving stated objectives.	Methods are clearly described and documentation demonstrates that the methods are fit to purpose, systematic yet adaptable, and transparent. Novel (unproven) methods or adaptations are justified and explained, including why they were used and how they maintain rigor.
Clearly presented argument	The movement from analysis through interpretation to conclusions is transparently and logically described. Sufficient evidence is provided to clearly demonstrate the relationship between evidence and conclusions.	Results are clearly presented. Analyses and interpretations are adequately explained, with clearly described terminology and full exposition of the logic leading to conclusions, including exploration of possible alternate explanations.
Transferability and/or generalizability of research findings	Appropriate and rigorous methods ensure the study's findings are externally valid (generalizable). In some cases, findings may be too context specific to be generalizable in which case research would be judged on its ability to act as a model for future research.	Document clearly explains how the research findings are transferable to other contexts, OR in cases that are too context-specific to be generalizable, discusses aspects of the research process or findings that may be transferable to other contexts and/or used as learning cases.
Limitations stated	Researchers engage in on-going individual and collective reflection in order to explicitly acknowledge and address limitations.	Limitations are clearly stated and adequately accounted for on an ongoing basis through the research project.
Ongoing monitoring and reflexivity ¹⁰	Researchers engage in ongoing reflection and adaptation of the research process, making changes as new obstacles, opportunities, circumstances, and/or knowledge surface.	Processes of reflection, individually and as a research team, are clearly documented throughout the research process along with clear descriptions and justifications for any changes to the research process made as a result of reflection.

Legitimacy: The research process is perceived as fair and ethical. This encompasses the ethical and fair representation of all involved and the appropriate and genuine inclusion and consideration of diverse participants, values, interests, and perspectives.

<i>Criteria</i>	<i>Definition</i>	<i>Rubric Statement</i>
Disclosure of perspective	Actual, perceived, and potential bias is clearly stated and accounted for. This includes aspects of: researchers' position, sources of support, financing, collaborations, partnerships, research mandate, assumptions, goals, and bounds placed on commissioned research.	The documentation identifies potential or actual bias, including aspects of researchers' positions, sources of support, financing, collaborations, partnerships, research mandate, assumptions, goals, and bounds placed on commissioned research.

¹⁰ **Reflexivity** refers to an iterative process of formative, critical reflection on the important interactions and relationships between a research project's process, context, and product(s).

Effective collaboration	Appropriate processes are in place to ensure effective collaboration (e.g., clear and explicit roles and responsibilities agreed upon, transparent and appropriate decision-making structures).	The documentation explicitly discusses the collaboration process, with adequate demonstration that the opportunities and process for collaboration are appropriate to the context and the actors involved (e.g., clear and explicit roles and responsibilities agreed upon, transparent and appropriate decision-making structures).
Genuine and explicit inclusion	Inclusion of diverse actors in the research process is clearly defined. Representation of actors' perspectives, values, and unique contexts is ensured through adequate planning, explicit agreements, communal reflection, and reflexivity.	The documentation explains the range of participants and perspectives/cultural backgrounds involved, clearly describes what steps were taken to ensure the respectful and inclusion of diverse actors/views, and explains the roles and contributions of all participants in the research process.
Research is ethical	Research adheres to standards of ethical conduct.	The documentation describes the ethical review process followed and, considering the full range of stakeholders, explicitly identifies any ethical challenges and how they were resolved.

Effectiveness: The research generates knowledge and stimulates actions that address the problem and contribute to solutions and innovations.

<i>Criteria</i>	<i>Definition</i>	<i>Rubric Statement</i>
Research builds social capacity	Change takes place in individuals, groups, and at the institutional level through shared learning. This can manifest as a change in knowledge, understanding, and/or perspective of participants in the research project.	There is evidence of ¹¹ observed changes in knowledge, behaviour, understanding, and/or perspectives of research participants and/or stakeholders as a result of the research process and/or findings.
Contribution to knowledge	Research contributes to knowledge and understanding in academic and social realms in a timely, relevant, and significant way.	There is evidence ⁹ that knowledge generated by the research has contributed to the understanding of the research topic and related issues among target audiences.
Practical application	Research has a practical application. The findings, process, and/or products of research are used.	There is evidence that innovations developed through the research and/or the research process have been (or will be applied) in the real world.
Significant outcome	Research contributes to the solution of the targeted problem or provides unexpected solutions to other problems. This can include a variety of outcomes: building societal capacity, learning, use of research products, and/or changes in behaviours.	There is evidence that the research has contributed to positive change in the problem context and/or innovations that have positive social or environmental impacts.

¹¹ In an *ex ante* evaluation, 'evidence of' would be replaced with 'potential for'.

Appendix 7. QAF Scores and Justifications

Principle	Criteria	E1	E2	E3	E4	Avg.	Justification/Comments
Relevance	Clearly defined socio-ecological context	2	2	2	2	2	Dissertation provides clear and full description of the country and problem context; reviews background information from multiple dimensions (historical, political, cultural, international regulatory standards/protocols, psychological, etc.); clear identification of entry points (literature gap, practice gap).
	Socially relevant research problem	2	2	2	2	2	Research problem is well-aligned with the Ugandan context; informants corroborate entry points and relevance/value of study; dissertation reflects consideration of the practical application of the research activities and outputs in multiple dimensions.
	Engagement with problem context	2	2	2	2	2	Lead researcher had previous volunteer experience in Uganda, ten years of professional experience with IICRD, and experience with the Sierra Leone Truth and Reconciliation Commission (the first commission to systematically involve young people as active participants); hired local researchers which expanded influence potential; networked with local organizations working on the topic (RLP, TPO Uganda) which expanded influence potential; informants believed the research team engaged ethically and appropriately within the problem context.
	Explicit theory of change	2	2	2	2	2	Dissertation explicitly identifies and documents the main intended outcomes, how they would be realized, and relevant progress markers.
	Relevant research objective and design	2	2	2	2	2	Decisions on research design were guided by ‘do no harm’ and with the interests of young people at forefront; both objectives and design were co-generated within the research team; activities were piloted and revised based on feedback from YPRA participants; PAR-driven research design was relevant and appropriate to the problem context and objectives of the study to promote the authentic voice, needs, and perspectives of young people and build their capacities around safe and meaningful engagement in transitional justice processes.
	Appropriate project implementation	2	2	2	2	2	Participatory execution was well-aligned to address potential problems within the problem context and satisfy the objectives; all activities were piloted with YPRA participants and revised based on feedback; diverse representation of young people affected by the conflict and partner organizations were engaged throughout the research process; informants viewed project engagement to be culturally sensitive and meaningful.
	Effective communication	2	2	2	2	2	Research strategically identified and communicated with relevant actors (young people, partner organizations, local to national target audiences); strong internal dialogue processes between members of the research team; research activity communication was thought to be clear and appropriate; communication of research activities used multiple strategies to meet diverse needs (use of speech, writing, drawing, and both language and sign interpreters); verification workshops were held with participants to ensure understanding and accuracy of findings; planned a follow-up ‘evaluation’ workshop with participants post-project; dissertation is well communicated; produced diverse research outputs for multiple audiences (e.g., conferences, news articles, newsletters, articles, SSHRC story-telling, reports, etc.).
Credibility	Broad preparation	2	2	2	2	2	Literature review is extensive and comprehensive; external evaluator noted “This dissertation, which interweaves elements of transitional justice and truth-telling, psychosocial support, child protection, and research ethics, is an excellent piece of research that makes highly significant contributions to both knowledge and practice” (Doc6) and “The document makes appropriate and deep contact with the extant

Royal Roads University Graduate Student Research Evaluation
Evaluation Report: Truth-telling Project (TTP)

							literature” (Doc6); dissertation expressly addresses challenge that PAR is not a theoretical framework, provides justification, and demonstrates true understanding of the approach.
	Clear research problem definition	2	2	2	2	2	Research gaps are identified; research problem is clearly stated in the dissertation, grounded within the literature, and explicitly connected to the context.
	Clear research question	2	2	2	2	2	Research questions clearly presented in the dissertation; transparency is given for the addition of a research question informed by participants; research questions are justified and grounded in the problem context.
	Objectives stated and met	2	2	2	2	2	Objectives are clearly stated in the dissertation; objectives have been met.
	Feasible research project	2	2	2	2	2	Project was supported by sufficient funding (SSHRC [Joseph-Armand Bombardier Canada Graduate Scholarship, Michael Smith Foreign Study Supplement], IDRC); research team and partner resources were thought to be appropriate; research activities/tools were flexible to adapt to different participants’ needs; some young people participants wished there had been more time for the activities; informants’ suggestions for what could have been done differently fell outside the bounds of a doctoral research project.
	Adequate competencies	2	2	2	2	2	Research team demonstrated a diverse and complementary set of competencies to the project; lead researcher had extensive research experience; Ugandan members ensured cultural appropriateness and had relevant research experience; team sought support for language and signing resources where appropriate; lead researcher offered training to co-researchers and research assistants; even with research assistant turnover mid-project, the position was refilled.
	Research approach fits purpose	2	2	2	2	2	Lead researcher brought in principled learning from DSocSci course, applying and reflecting multiple ways of knowing into the project design and outputs; utilized and adapted participatory methods/tools previously used at IICRD with input from partner organizations (RLP, TPO Uganda) and YPRA pilot; participatory approach of the research bridged the gap of young people’s voices in a transitional justice process which is normally regulated by adults; reflection on paradoxes/conflicts were brief, but present (re: inviting young people to share how they wished to share their experiences without coercion to actually share their stories); approach is justified in documentation and informants’ reflections demonstrate support for the approach taken considering the context and objectives of the research.
	Appropriate method	2	2	2	2	2	Methods description is extensive and transparent in the dissertation; methods are fit to purpose; methods were tested with the YPRA pilot, representing the groups engaged in the main study; tools/methods selected were adaptable based on pilot participant and partner feedback/input, and reflect participatory principles central to the approach; activities were adapted to fit different participants’ needs and clearly justified.
	Clearly presented argument	2	2	2	2	2	Results are clearly presented in the dissertation and throughout other research outputs; results presented in a logical manner, sharing young people’s perspectives by the different groups (BIC, FA, DBW, ID, etc.) – these were thought to be important findings to inform how to engage with different groups; clear demonstration of connection between evidence/results (excerpts and direct quotations), recommendations, and conclusions; alternative explanations are not explored (however, they do not apply to this type of research).
	Transferability and	2	2	2	2	2	Dissertation reflects on the extent of the generalizability of the findings for other contexts; informants believed the research process was highly transferable and an exemplary case of PAR; evidence of transfer of research approach to other contexts (e.g., RRU Resilience by Design Lab, lead researcher’s current

	generalizability of the findings						research focus in cancer and healthcare context, participatory Ugandan curriculum development on post-conflict processes, external advisor's community-based approach and inclusion of vulnerable voices, RRU's School of Leadership Studies, supervisor's work on the Colombian truth and reconciliation commission, supervisor's working partnerships with First Nations in British Columbia); while findings are case-specific, many of the principles/recommendations are thought to be transferable by informants.
	Limitations stated	2	2	2	2	2	Discusses shortcomings of the methods (e.g., PAR, sample size); discusses challenges/dilemmas encountered (e.g., research barriers, geography, cultural barriers, compensation to participants, managing expectations, delays); discussion on limitations of results are limited (e.g., representativeness), but there are indications from researcher interviews and internal project documents that limitations were accounted for on an on-going basis.
	Ongoing reflexivity and monitoring	2	2	2	2	2	Inclusion of processes for reflection are explained (e.g., YPRA pilot, daily research team reflection [summary reflection form], journaling, post-project 'evaluation' workshop); some reflections and changes made based on those processes are presented transparently in the dissertation (e.g., added research question, adapted methodology, expanded inclusion of young people's groups and ages, pursuit of new opportunities); summary reflection form well designed to include aspects for what the research team learned, what could be done differently, and what follow-up could look like.
Legitimacy	Disclosure of perspective	2	2	2	2	2	Dissertation references funding sources, partners, and researcher positionality; dissertation discusses selection and justification for partnership and collaborations; dissertation discusses lead researcher and research team biases (gender, ethnicity, socio-economic background, education, privilege); dissertation discusses power dynamics and consideration for marginalization.
	Effective collaboration	2	2	2	2	2	Internal project documents outline roles and responsibilities of the research team and partners; egalitarian decision-making processes within the research team; members of the research team reflected on the interpersonal relationships and collaboration experience positively; effective collaboration with partners and young people was central to the participatory nature of the project; lead researcher created genuine opportunities for other members of the research team to grow and gain professional experience (e.g., co-authoring of articles, presenting at conferences); partnership with RLP and TPO Uganda reflected on positively by research team and members of those organizations.
	Genuine and explicit inclusion	2	2	2	2	2	Genuine engagement of young people's voices and ideas into the project design (e.g., YPRA pilot) and results (participants); co-researchers/research assistants felt involved and invested in the project; co-researchers, partners, and supervisory committee felt their input was included throughout research process; values of participation, ethics, and inclusion clearly upheld throughout the research process; design reflected conscientious inclusion of gender dynamics, diverse groups' needs, power dynamics, 'do no harm', and cultural appropriateness; built in opportunities to verify results with participants to ensure their voices were accurately represented; informants reflected on lead researcher's social capital, orientation to teamwork, and sincerity.
	Research is ethical	2	2	2	2	2	Project received ethical approval by RRU Research Ethics Board; project submitted proposal to the Ugandan National Council for Science and Technology, and received approval; approval also received from three local government districts in Uganda; research team practiced informed and ongoing consent with their participants throughout the research process; constant researcher reflection on principles of 'do no harm' and Right of the Child were at the forefront of decision-making and research practice; participants' reflections on their engagement demonstrated the research was conducted ethically (e.g., "researchers were

Royal Roads University Graduate Student Research Evaluation
Evaluation Report: Truth-telling Project (TTP)

							polite and good”, “confidentiality is kept”); follow-up verification of findings and ‘evaluation’ workshop were reflective of ethical research practice; practitioner perceptions indicate the research upheld the dignity of the participants.
Effectiveness	Research builds social capacity	2	2	2	2	2	Participants’ reflections demonstrate learning occurred regarding the Ugandan conflict, transitional justice processes, how to engage/share with others, and sources of support/help; other researchers felt the research was valuable for the learning and opportunities given to participants; participants gained courage to share and express themselves, which they previously did not have; partners learned of actor gaps/opportunities in their work and how they could engage young people; practitioners believed the project made important knowledge contributions; co-researchers developed research skills, professional capacities, and networks; project influenced changes in perspectives/recognition amongst participants, the research team, partners, and practitioners (IICRD); informants spoke to positive perceptions of participants and partners they felt were influenced by the research personally and professionally; some practitioners were inspired by the project to reflect on or change how they approached their own work.
	Contribution to knowledge	2	2	2	2	2	Research made a contribution to the knowledge base; built participants’ knowledge in the topic of transitional justice; built partners’ knowledge around persistent issues for their practice; some contribution made to the development to the Kampala Recommendations (some of the project’s findings are reflected in that document), though they have not been taken up or applied widely; shared findings through a webinar, an article in a special issue, relevant conferences, and the SSHRC Story-tellers competition to reach a wider audience than the dissertation; lead researcher made knowledge contributions to the Sri Lankan Truth and Reconciliation Commission; practitioners viewed research to make a significant contribution that was missing from the literature.
	Practical application	2	2	2	2	2	Contributions shared and applied in Kampala Recommendations, partners’ practices (e.g., involvement of young people, Kitgum Festival, documentary), Ugandan Transitional Justice Policy, Ugandan curriculum development, Sri Lankan Truth and Reconciliation Commission; lead researcher and co-researchers continue to adapt and apply approaches in their work (e.g., RRU Resilience by Design Lab, RRU School of Leadership Studies, NMPDC, working with young people); members of advisory committee research influenced by project (e.g., Colombian Truth and Reconciliation Commission, reconciliation processes with First Nations in British Columbia).
	Significant outcome	2	2	2	2	2	Some participants felt the project changed their life; practitioner and researcher informants perceived the project supported and empowered the young people that participated; high potential that contributions supported positive social change through the Sri Lankan Truth and Reconciliation Commission; high potential that contributions to Ugandan Transitional Justice Policy will take effect; how co-researchers and partner organizations are engaging within the local context will have positive social implications.

Appendix 8. Aggregated and Disaggregated Theory of Change Outcomes

Table 8. Relationship between aggregate outcomes in the executive summary and disaggregate outcomes in the main report

Aggregated Outcome Statement (illustrated in Figure 1)	Corresponding Disaggregate Outcome Statement (illustrated in Figures 2 and 3)
Trust and relationships built between research team, partners, and participants	Trust and relationships built between research team and participants
Participating young people gain new knowledge, attitudes, skills, and relationships	Knowledge of truth commissions and TJ processes
	Recognize the value of their voice and agency in truth commissions and TJ processes
	Confidence to share with adults
	Social and communication skills
	Relationships with other participants
Changed attitudes of research team and partners around value of young people's voice and engagement	Changed attitudes of research team around value of young people's voice and engagement
	Partners' priorities change
Partners enhance commitment to working with young people, apply creative methods in their work and share within their networks	RLP prioritize young people in their work
	RLP apply creative methods in their work and share within their networks
	Young people are consulted by RLP on issues that affect them
Practitioners adapt practices and engagement with young people	Practitioners, NGOs and intergovernmental organizations use research findings, principles and/or methods
	National actors learn benefits of and how to engage young people
Young people are involved in drafting of a national policy on truth commissions and TJ in Uganda	Young people are involved in a dialogue to review a draft national policy on TC/TJ
Governments change policy for better transitional justice processes	Kampala recommendations are implemented
	Governments use research findings, principles and/or methods
Young people play a greater role in transitional justice dialogue and discourse	Opportunities are leveraged for young people's voices and perspectives to contribute to truth commissions and TJ dialogue and discourse
	Practitioners (adults) recognize, adopt and commit to support recommendations identified by young people in truth commissions and TJ dialogue and discourse
PI has increased opportunities to share insights and guide practice	PI has increased opportunities to share insights and guide practice
PI and research team are recognized and sought out for their expertise	Research assistants gain new skills, professional exposure and build professional networks
	Research assistants have enhanced career opportunities in the transitional justice sector and work with young people
	Current and prospective students learn from PI's research experiences
	Academics and practitioners recognize and seek out PI's and team's expertise
Other researchers use research, take up new questions, and adapt approaches	Researchers use research findings, principles and/or methods
	Researchers use creative tools/approach in their work in issues that affect young people
	Other researchers use research and take up new questions
	Research assistants apply creative methods
	Researchers apply and refine approaches to learn lessons
Accumulation of scholarship influences the practice of organizations	Academic discussion on young people's involvement in truth commissions and TJ gains traction

References

- Annan, J., Blattman, C., Carlson, K., & Mazurana, D. (2008). *The state of female youth in Northern Uganda: Findings from the survey of war affected youth, Phase II*. Kampala: AVSI/Feinstein International Centre/IDRC/UNICEF.
- Arnstein, S. (1969). A ladder of citizen participation. *Journal of the American Planning Association*, 35(4): 216-224. <https://doi.org/10.1080/01944366908977225>
- Belcher, B. M., Claus, R., Davel, R., & Ramirez, L. F. (2019). Linking transdisciplinary research characteristics and quality to effectiveness: A comparative analysis of five research-for development projects. *Environmental Science & Policy*, 101: 192-203. <https://doi.org/10.1016/j.envsci.2019.08.013>
- Belcher, B. M., Claus, R., Davel, R., Jones, S., & Ramirez, L. F. (2018). Glossary of SRE terms. Retrieved from https://researcheffectiveness.ca/wp-content/uploads/sites/7/2019/04/SRE-Glossary_April2019_FINAL.pdf
- Belcher, B. M., Rasmussen, K. E., Kemshaw, M. R., & Zornes, D. A. (2016). Defining and assessing research quality in a transdisciplinary context. *Research Evaluation*, 25(1): 1-17. <https://doi.org/10.1093/reseval/rvv025>
- Belcher, B. (2017, January 12-13). *Evaluation with and evaluation of ToC: Lessons from FTA*. Invited presentation to CGIAR Independent Evaluation Arrangement Symposium on Use and Evaluation of Theories of Change, Rome.
- Bolles, R. C. (1967). *Theory of motivation*. New York: Harper & Row.
- Chevalier, J. M., & Buckles, D. J. (2013). *Participatory Action Research: Theory and Methods for Engaged Inquiry*. London: Routledge UK.
- Cook, P., & Heykoop, C. (2010). Chapter 5: Child participation in the Sierra Leonean truth and reconciliation commission. In S. Parmar, M. J. Roseman, S. Siegrist, & T. Sowa (Eds.), *Children and Transitional Justice: Truth-telling, Accountability and Reconciliation* (pp. 159-191). Cambridge, MA: Harvard University Press & UNICEF Innocenti Research Centre.
- Halimanjaya, A., Belcher, B., Suryadarma, D. (2018). Getting forest science to policy discourse: a theory-based outcome assessment of a global research programme. *International Forestry Review*, 20(4): 469-487. <https://doi.org/10.1505/146554818825240638>
- Hamber, B. (2009). *Transforming societies after political violence: Truth, reconciliation, and mental health*. New York: Springer.
- Hayner, P. B. (2011). *Unspeakable truths: Transitional justice and the challenge of truth commissions* (2nd ed.). New York: Routledge.
- James, A., & Prout, A. (1990). *Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood*. London: Falmer Press.
- MacDonald, A. (2019). "Somehow this Whole Process Became so Artificial": Exploring the Transitional Justice Implementation Gap in Uganda. *International Journal of Transitional Justice*. 13(2): 225-248. <https://doi.org/10.1093/ijtj/ijz011>
- MacDonald, C. (2012). Understanding Participatory Action Research: A Qualitative Research Methodology Option. *Canadian Journal of Action Research*, 13(2): 34-50. <https://doi.org/10.33524/cjar.v13i2.37>
- O’Kane, C. (2008). Chapter 6: The development of participatory techniques: Facilitating children’s views about decisions which affect them. In P. Christensen & A. James (Eds.), *Research with Children: Perspectives and Practices* (2nd ed., pp. 125-155). Oxon & New York: Routledge.

- Ramirez, L. F. (2018). Outcome Evaluation: Land Tenure Global Comparative Study: Peru Case. Unpublished report.
- Reason, P., and Bradbury, H. (Eds.). (2008). *The Sage Handbook of Action Research: Participative Inquiry and Practice*. Sage, CA.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford & New York: Oxford University Press.
- RRU. (2019a). Mission, Vision, Goals & Values. Retrieved from <http://www.royalroads.ca/mission-vision-goals-and-values>
- RRU. (2019b). Doctor of Social Sciences. Retrieved from <http://www.royalroads.ca/prospective-students/doctor-social-sciences>
- U15 Group of Canadian Research Universities and the Business/Higher Education Roundtable. (2016). *Guide to Research Partnerships: with Canada's Universities*. Retrieved from <http://bher.ca/wp-content/uploads/2018/06/Research-Partnerships-Guide-Universities-Final.pdf>
- UNICEF Innocenti Research Centre (IRC) and International Center for Transitional Justice (ICTJ). (2010). *Children and truth commissions*. Florence: UNICEF Innocenti Research Centre.
- UNOCHA. (2004). "Uganda, Child Soldiers at Centre of Mounting Humanitarian Crisis". Retrieved from: http://www.unis.unvienna.org/documents/unis/ten_stories/01uganda.pdf
- Wilmsen, C. (2008). Extraction, Empowerment, and Relationships in the Practice of Participatory Research. In: *Towards Quality Improvement of Action Research*. Rotterdam, Netherlands: Sense Publishers.