

Drew B. Cameron  
Annette N. Brown  
Anjini Mishra  
Mario Picon  
Hisham Esper  
Flor Calvo  
Katia Peterson

---

# Evidence for peacebuilding

An evidence gap map

April 2015

Evidence  
Gap Map  
Report 1



International  
Initiative for  
Impact Evaluation

## About 3ie

The International Initiative for Impact Evaluation (3ie) is an international grant-making NGO promoting evidence-informed development policies and programmes. We are the global leader in funding and producing high-quality evidence of what works, how, why and at what cost. We believe that better and policy-relevant evidence will make development more effective and improve people's lives.

## 3ie evidence gap map reports

3ie evidence gap maps are thematic collections of information about impact evaluations and/or systematic reviews that measure the effects of international development policies and programmes. The maps present a visual overview of existing and ongoing studies in a sector or subsector in terms of the types of programmes (or interventions) evaluated and the outcomes measured. The evidence gap map reports provide all the supporting documentation for the maps themselves, including the background information for the theme of the map, the methods and results, including the protocols and the analysis of the results.

## About this evidence gap map report

This report provides the supporting documentation for the Evidence for Peacebuilding evidence gap map, which was developed as one component of a joint initiative between 3ie, Innovations for Poverty Action, and the World Bank called Evidence for Peacebuilding. The evidence gap map is a key input into the scoping paper, which is the primary output of the stocktaking phase of the initiative. This report presents analysis of the evidence gap map alone; the scoping paper presents the analysis of the priority questions for future research based on the evidence gap map combined with the other inputs: portfolio review, stakeholder survey and stakeholder consultations. All of the content is the sole responsibility of the authors and does not represent the opinions of 3ie, its donors or its Board of Commissioners. Any errors and omissions are also the sole responsibility of the authors. Any comments or queries should be directed to the corresponding author Drew B. Cameron, [dccameron@3ieimpact.org](mailto:dccameron@3ieimpact.org).

Suggested citation: Cameron, DB, Brown, AN, Mishra, A, Picon, M, Esper, H, Calvo, F and Peterson, K, 2015. *Evidence for peacebuilding: evidence gap map. 3ie evidence gap report 1*. New Delhi: International Initiative for Impact Evaluation (3ie)

3ie Evidence Gap Map Reports executive editors: Philip Davies and Beryl Leach

Managing editor: Annette N. Brown

Production manager: Jennifer Ludwig

Copy editor: Pamela Tatz

Proof reader: Yvette Charboneau

Cover design: John F McGill

©International Initiative for Impact Evaluation (3ie) 2015

## **Evidence for peacebuilding: an evidence gap map**

Drew B. Cameron  
International Initiative for Impact Evaluation (3ie)

Annette N. Brown  
International Initiative for Impact Evaluation (3ie)

Anjini Mishra  
Independent consultant

Mario Picon  
International Initiative for Impact Evaluation (3ie)

Hisham Esper  
Independent consultant

Flor Calvo  
Independent consultant

Katia Peterson  
Independent consultant

**3ie Evidence Gap Map Report 1**  
**April 2015**



## Acknowledgements

This paper is part of a joint initiative among 3ie, Innovations for Poverty Action (IPA), and the World Bank. The work for this paper was funded by a contract from the World Bank. A separate scoping paper: *The current state of peacebuilding programming and evidence* serves as a companion piece to this paper and is available as part of 3ie's Scoping Paper series.

3ie staff and independent consultants prepared the evidence gap map under the direction of Drew Cameron and Annette Brown. During part of the work, Hisham Esper worked as an intern at 3ie.

We are grateful to Jane Burke for research assistance. We are also grateful to Faith McCollister, Holly Benner, Laura Ralston, Eric Mvukyehe, Christopher Blattman, and Tammy Smith for written comments on the evidence gap map framework. We thank Marcus Holmlund, Alexandra Hartman, Elisabeth King, Renard Sexton, Anjuli Shivshanker, Boris Verbrugge, Jacob Shapiro, Jean-Louis Arcand, Aniceto Orbeta and Betsy Paluk, who all replied to the peer recommendation search.

We thank the Alliance for Peacebuilding, the World Bank, the United Nations Peacebuilding Fund, the United States Institute of Peace and the International Rescue Committee for sponsoring and hosting workshops that provided valuable inputs and feedback to the evidence gap map and scoping paper throughout the process. The participants are too numerous to name here, but we owe them much credit for what is good in this paper and no blame for what might still be missing.

# Contents

Acknowledgements .....	i
List of tables and figures .....	iii
Main text.....	iii
Appendixes .....	iii
Abbreviations and acronyms .....	iv
1. Introduction .....	1
Background .....	1
Evidence gap maps .....	2
Objectives .....	3
Methods .....	3
Report structure.....	4
2. Scope of evidence gap map.....	4
3. Findings .....	8
Features of the evidence base .....	10
Promising and priority questions for future research .....	16
Promising questions.....	16
Priority questions .....	19
4. Limitations.....	20
5. Conclusion .....	21
References .....	22
Appendix A. Methodological details.....	24
Screening protocol.....	27
Coding sheet for included studies.....	29
Appendix B. Bibliography of included studies.....	34

## List of tables and figures

### Main text

Table 1: Intervention categories .....	5
Table 2: Number of impact evaluations that provide estimates for youth, gender or cost effectiveness.....	16
Figure 1: E4P search results.....	9
Figure 2: Number of impact evaluations and number of types of evidence for each intervention category.....	11
Figure 3: Number of impact evaluations for each outcome category .....	12
Figure 4: Number of impact evaluations by date endline data collected and date posted ....	13
Figure 5: Number of impact evaluations and number of types of evidence per country .....	14
Figure 6: Number of impact evaluations per region .....	15
Figure 7: Number of impact evaluations by method .....	15

### Appendixes

Table A 1: Search strategy.....	24
Table A 2: List of databases searched .....	26
Figure A 1: E4P evidence gap map.....	32
Figure A 2: E4P map of ongoing studies .....	33

## Abbreviations and acronyms

3ie	International Initiative for Impact Evaluation
CDD	Community-driven development
CDR	Community-driven reconstruction
E4P	Evidence for Peacebuilding
EF	Economic foundations
IE	Impact evaluation
L&MIC	Low- and middle-income countries
LP	Legitimate politics
RCT	Randomised controlled trial
RSS	Revenues and social services
SS	Security sector
UN	United Nations
USAID	United States Agency for International Development

# 1. Introduction

## Background

The challenge of moving from conflict and fragility to stabilisation and growth is immense. The International Dialogue on Peacebuilding and Statebuilding estimates that around 70 per cent of fragile states have experienced conflict since 1989 and that 30 per cent of official development assistance (ODA) is spent in fragile and conflict-affected situations.<sup>1</sup> International Monetary Fund research suggests that 20 per cent of countries emerging from civil conflict return to violence in one year and 40 per cent return to violence in five years (Cevik and Rahmati 2013).

Responding to such challenges is essential, as development indicators are dramatically lower and poverty levels are dramatically higher in conflict-affected areas. The scale of this problem is enormous – 1.5 billion people live in a country affected by violent conflict. Currently, very few conflict-affected countries have met a single Millennium Development Goal. In much of the world, trends show that poverty is declining, but countries affected by conflict are not experiencing the same progress.

The international community is committed to helping communities emerge from conflict, sustain peace and resume growth. The World Bank, along with many bilateral and other multilateral donors, invests billions of dollars a year to help achieve peace and build states. The challenge is to make evidence-informed investments so that interventions can achieve positive impacts, even in situations where indicators are worsening, and to build greater capacity and commitment to evaluating the impact of these interventions going forward so that future programmes can be even more effective.

The International Initiative for Impact Evaluation (3ie), together with Innovations for Poverty Action (IPA) and the World Bank, formed a joint initiative in 2014 called Evidence for Peacebuilding (E4P) to support the production and use of impact evaluation evidence to improve the effectiveness of interventions designed to build peace. Impact evaluations are programme evaluations or field experiments that measure the net impact of an intervention by using counterfactual analysis – that is, by comparing the impact of the intervention to an estimate of what would have happened in the absence of the intervention. The counterfactual can be estimated experimentally, using a randomised controlled trial (RCT), or quasi-experimentally, using statistics to construct a counterfactual with observational data.

The first component of the E4P initiative is the stocktaking and scoping work. This work begins by taking stock of the impact evaluation evidence that currently exists and then combining that with a review of the current and recent portfolio of peacebuilding programmes as well as a survey of stakeholders in order to identify the scope for future research. Simply put, the scoping work examines both the supply of and demand for impact evaluation evidence. The complete scoping work is presented in *The current state of peacebuilding programming and evidence: a scoping paper* (Brown *et al.* 2015), which is a companion piece to this report.

---

<sup>1</sup> International Dialogue on Peacebuilding and Statebuilding, 'A new deal for engagement in fragile states,' <http://www.pbsbdialogue.org/documentupload/49151944.pdf>.

This report describes the E4P evidence gap map, which is the tool that we use to take stock of the current base of impact evaluation evidence.

## **Evidence gap maps<sup>2</sup>**

3ie evidence gap maps are thematic collections of information about studies that measure the effects of international development policies and programmes. The maps present a visual overview of existing and ongoing studies in a sector or subsector in terms of the types of programmes (or interventions) evaluated and the outcomes measured. The maps include hyperlinks to summaries of included studies. Evidence gap maps have two main objectives:

(1) To facilitate evidence-informed decision making in international development policy and practice by providing a user-friendly tool for accessing evidence and thereby enabling policymakers and practitioners to quickly and efficiently explore the findings and methods used to arrive at those findings for the existing evidence on a topic.

(2) To facilitate the strategic use of scarce research funding and enhance the potential for future evidence synthesis by identifying key gaps in the available evidence, thus indicating where future research should be focused.

A key feature of the evidence gap map is the framework of interventions and outcomes developed based on a review of the policy literature and consultation with stakeholders. The rows of the framework represent the key interventions of a particular sector, while the columns cover the most relevant outcomes structured along the causal chain, from intermediate outcomes to final outcomes, and also cost effectiveness. The framework is designed to capture the universe of important interventions and outcomes in the sector or subsector covered by the map.

Depending on the objectives of the gap map, it may include impact evaluations, systematic reviews or both. As explained above, impact evaluations are evaluations that use counterfactual analysis to measure the net impact of an intervention. When we say 'evidence' in this report, we are speaking primarily of these measured net impacts. Systematic reviews are review studies that employ systematic search and screening processes to identify appropriate studies for synthesis.

The evidence gap map framework forms a matrix, which is then populated with links for the studies that provide evidence for each cell's intervention and outcome combination. These links take the user either to the study's record in the 3ie Impact Evaluation Repository or the 3ie Systematic Review Database or – if the study is not complete or the paper is still in draft form – directly to the source material. Another key feature of the map is that each study is placed in every cell for which the study provides evidence. That means that most studies appear in the map multiple times, as most studies measure multiple outcomes and even evaluate multiple interventions (or interventions that cross over multiple categories). This feature provides the user with a visualisation of the full evidence base.

---

<sup>2</sup> The text in this section is adapted from *Evidence gap maps of productive safety nets for extreme poverty*, by Martina Vojtkova, Jennifer Stevenson, Benjamin Verboom, Yashaswini Prasannakumar, Markus Olapade, Birte Snilstveit and Philip Davies, 3ie Evidence Gap Map Report, November 2014.

The 3ie evidence gap map approach draws on the principles and methodologies from existing evidence mapping and synthesis products. A full overview of the methodology can be found in Snilstveit *et al.* (2013).

## **Objectives**

The primary objective of the evidence gap map and scoping paper for the E4P initiative is to identify both priority questions and promising questions for future research. Priority questions are those where there is little existing evidence and the demand for evidence is high. The gap map reveals the former, and the scoping paper examines the latter by presenting the results of a stakeholder survey and stakeholder consultation events. Priority questions may also be those where there are a handful of impact evaluations but a few more would allow for meta-analysis, making the value added from investing in a small number of studies much higher. Promising questions are those where there are several impact evaluations but no systematic reviews to date, suggesting that a systematic review could be conducted, including meta-analysis.

The focus of E4P is on interventions designed specifically to bring about peacebuilding outcomes. It is not meant to encompass all interventions carried out in fragile or conflict-affected situations. The distinction is not always straightforward, but the intent is to learn about the evidence base for how to bring about peace and stability. So, for example, the E4P includes neither strictly humanitarian assistance interventions nor health or education projects that do not include specific elements related to peacebuilding, such as providing equitable access across groups. We provide more details about the intervention categories below. The map does include interventions designed to reduce violence and crime in violent or conflict-affected areas of countries that may not be considered fragile or conflict-affected states.

## **Methods**

The process for developing an evidence gap map begins with determining the scope of the map. We developed the framework – the matrix of interventions and outcomes – based on documents from major international funders of peacebuilding interventions, including the World Bank, the United Nations (UN), the United States Agency for International Development (USAID), the United Kingdom Department for International Development (DFID) and others. The groupings for the interventions come from the Peacebuilding and Statebuilding Goals defined by the International Dialogue on Peacebuilding and Statebuilding.

We also conducted two workshops for brainstorming and refining the items in the framework. The first took place at the World Bank and the second took place at the UN, hosted by the UN Peacebuilding Fund. We present the framework itself in the next section of this report.

The next step for developing an evidence gap map is the search and screening in order to determine which studies will be included. These processes are guided by a search strategy and a screening protocol. We present these in Appendix A. Using the search strategy (table A 1), we searched 29 indexes and databases, 21 websites, four research registries and several other resources, which are listed in table A 2. The search was conducted in late October 2014. After the search results were cleaned of duplicates, we used the screening protocol to conduct first a title and abstract screening and then a full-text screening. Given

the diversity of the interventions and the variety of terms used in the sector, we searched on theme, study type and location (including all L&MIC countries). The title and abstract screening criteria for exclusion used location, theme, study type, methods and date. We did not exclude any studies based on intervention type or outcomes measured until the full-text screening stage. We present the search and screening results in section 3 of this report.

The next step is to code the included studies and populate the map. At least two researchers screened and coded each of the studies included in the full-text screening. The coded information includes bibliographic details for the study, the interventions from the framework that the study evaluates and the outcomes from the framework that the study measures. The outcome categories for the E4P map include three crosscutting designations: whether the study presents gender-specific evidence for that intervention, whether the study presents youth-related evidence for that intervention and whether the study includes cost-effectiveness analysis for that intervention.<sup>3</sup>

## Report structure

In section 2 of this report, we present the scope of the E4P evidence gap map. In section 3, we present the findings, which include the search and screening results and an analysis of the characteristics of the evidence base. Section 4 discusses limitations, and section 5 concludes. Appendix A includes the detailed methodological information, and appendix B presents the full bibliography of included studies.

## 2. Scope of evidence gap map

The scope of an evidence gap map is defined by the intervention categories included, the outcome categories included and the types of studies selected. One of the challenges in building a framework is clearly differentiating interventions, which are groups of activities, from outcomes, which are measured by indicators, when development-programme documents and even evaluation documents conflate the two using language about the objectives. One example is reconciliation. Reconciliation is really an objective. Alone, it is not clear what activities it encompasses. It is not a clear indicator, either, although certainly evaluators have developed indicators to try to measure reconciliation. In building the framework, we worked to have the intervention categories point to sets of activities as much as possible rather than be stated in terms of the objectives the interventions are meant to achieve. Similarly, the outcome categories should reflect the concepts being measured by the indicators and not the general objectives of the programme.

The intervention categories are grouped according to the five peacebuilding and statebuilding goals as outlined by the New Deal. The descriptions of these goals, described below, provide a little bit of insight into the implied theories of change:

- Legitimate politics: foster inclusive political settlements and conflict resolution
- Security: establish and strengthen people's security
- Justice: address injustices and increase people's access to justice

---

<sup>3</sup> For ease of display, we present the three other considerations columns of the map in table 2 instead of as part of figure A 1. The columns are included with the map in the workbook.

- Economic foundations: generate employment and improve livelihoods
- Revenues and services: manage revenue and build capacity for accountable and fair service delivery

In general, the discussion of theories of change is limited in most programme documents. Where they are discussed or implied, the theories are typically rather simple. Some of the theories are based on rather straightforward-seeming relationships such as the following: democracy brings stability and elects leaders who can ensure peace; improved personal conditions reduce propensity for conflict and violence; and more capable governments will build more equitable societies. These simple theories are no different than what we see proposed in much of development work, based on the general concept that good things lead to good things. Fortunately, some of the individual impact evaluations do propose and test theories of change with more complexity.

Table 1 presents the intervention categories for each group along with the code used in the evidence gap map.

**Table 1: Intervention categories**

<b>Legitimate politics</b>	<b>LP1:</b> Demand-side governance and civil-society development (including citizen engagement and quick-impact grants)
	<b>LP2:</b> Support to peace processes and negotiation
	<b>LP3:</b> Peace education or dialogue (includes civic engagement)
	<b>LP4:</b> Peace messaging and media-based interventions
	<b>LP5:</b> Support for elections
<b>Security</b>	<b>SS1:</b> Security sector reform
	<b>SS2:</b> Disarmament and demobilisation
	<b>SS3:</b> Gender-based-violence programmes
	<b>SS4:</b> Community security and policing
	<b>SS5:</b> Civilian police reform
	<b>SS6:</b> Demining
<b>Justice</b>	<b>J1:</b> Capacity building and reform of justice institutions (including access to justice)
	<b>J2:</b> Dispute resolution
	<b>J3:</b> Transitional justice
	<b>J4:</b> Reconciliation and services to victims
<b>Economic</b>	<b>J5:</b> Human rights awareness and legal frameworks
	<b>EF1:</b> Life skills and employment training

<b>foundations</b>	<b>EF2:</b> Jobs, cash for work, and cash and in-kind transfers
	<b>EF3:</b> Land reform
	<b>EF4:</b> Natural resource management
	<b>EF5:</b> Ex-combatant reintegration
	<b>RSS1:</b> Public sector governance capacity building and reform (including anticorruption)
<b>Revenues and social services</b>	<b>RSS2:</b> Provision of public services
	<b>RSS3:</b> Community-driven development and community-driven reconstruction (includes participatory planning and community-action groups)
	<b>RSS4:</b> Urban design for prevention of violence

The scoping paper (Brown *et al.*, 2015) for the E4P initiative provides descriptions of several examples of programmes under each of these categories. There is quite a bit of variation, and often many interventions are grouped together into one large programme. For this report, we provide an overview of the categories.

The interventions under ‘legitimate politics’ (LP) generally focus on the citizens in fragile or conflicted-affected states. The interventions encourage citizens to engage as members of civil society and as individual voters and to change their knowledge and attitudes – as well as, perhaps, their behaviour – related to the specific issues behind the conflict and violence.

The interventions under ‘security’ focus on stabilising a conflict or violent situation and helping the population feel secure. Some also seek to prevent future conflict and violence. We have included a row for gender-based-violence programmes here as these programmes typically aim to directly reduce violence and increase feelings of safety. Most of the gender-based-violence programmes should be cross-listed with other intervention categories based on the actual activities the programme includes. For example, a gender-based-violence programme might involve components on both media-based information and capacity building of justice institutions. We included demining here, as it relates directly to safety, even though it is very different from interventions involving policing and security sector (SS) reform.

The third group is justice, which includes many interventions that might be thought of as rule of law interventions. Two intervention types that we include here, even though they are not typical rule of law interventions, are reconciliation and services to victims and human rights awareness and legal frameworks. We group human rights interventions here – though perhaps they could also be grouped under LP – due to the focus on mainstreaming human rights into legal frameworks. Reconciliation is an objective rather than a distinct set of activities. The portfolio review in the scoping paper (Brown *et al.*, 2015) indeed finds that most programmes focused on reconciliation could be classified under other categories. There are programmes, however, that focus on reconciliation by directly improving the situations of victims of the conflict or violence, righting the wrongs to specific groups. We put these here under ‘justice’.

More than for the other groups, the fourth and fifth groups include categories that cross over between peacebuilding interventions and regular development interventions. For example, employment training is an intervention in many countries, not just in low- and middle-income countries (L&MIC). The objectives of employment training generally are improved welfare and increased growth. However, there are employment training programmes designed for fragile and conflict-affected situations that contain peacebuilding as one of their primary objectives. The theory of change may be that employment for ex-combatants will reduce their likelihood of returning to violence, for example. Similarly, there are many development programmes for building public sector capacity and reducing corruption. We include this row in the map to capture those studies that evaluate public sector capacity-building programmes with specific elements aimed at peacebuilding. This may include increasing the representation of certain groups among the ranks of the civil service, for example.

Land reform and natural resource management here are not meant to include all such programmes but, rather, those designed to reduce the sources of conflict or create a post-conflict situation beneficial to the right groups (or enough groups) to make peace more worthwhile than conflict.

Under ‘economic foundations’ (EF), we have ex-combatant reintegration, which is similar to gender-based-violence programmes in that the row defines the target group more than a set of activities. We expect that a study in this category would also be coded under another intervention category that reflects the types of activities in the programme – for example, the category for jobs and cash for work.

Originally we felt that all interventions under provision of public sector services would also be under public sector governance capacity building. However, stakeholders suggested that sometimes access is provided more directly by donors and so there ought to be a separate category to capture cases where services are provided directly in an attempt to bring peace, among other goals. We use the term provision of public services to cross over multiple service sectors (for example, health, education and infrastructure), but the interventions included are not all programmes in these sectors, just those designed with specific peacebuilding objectives in mind.

The outcome categories are grouped according to individual-level outcomes, societal and institutional outcomes, and peacebuilding outcomes. Ideally, the ordering of the outcome categories in an evidence gap map represents the theory of change. Here, there are many different theories of change at play for different intervention categories. One intervention might seek to change an individual’s economic situation in order to reduce intergroup violence, while another might seek to change beliefs and norms in order to change public confidence without a direct intended effect on conflict or safety. Nonetheless, it is often the case that interventions are designed to affect individuals in the first instance or as an intermediate outcome, to affect society and institutions through those individuals and ultimately to have an impact on more general measures of peace and conflict, which is why we use this ordering.

The peacebuilding and statebuilding goals that the New Deal presented are accompanied by indicators meant to measure aspects of those goals. We do not use these indicators for the evidence gap map, primarily because these indicators are designed to be measured at the national level, while impact evaluations and systematic reviews of impact evaluations use

indicators that can be measured for more disaggregated units, such as individuals, households or communities, in order to allow for estimation on large samples.

The outcome category 'social and psychological situation' encompasses indicators that attempt to measure concepts like empowerment and status as well as measures for psychological outcomes such as trauma. The different types of conflict and violence indicators under the peacebuilding outcomes section are the hardest to disentangle. Here, intergroup generally means war-type violence, including tribal conflict, cross-border conflict and civil wars. Interpersonal conflict and violence generally includes domestic and intimate-partner violence. Crime and gang violence, then, includes violence experienced from those outside the home as part of crime rather than as part of intergroup conflict. General crime and criminality are included here.

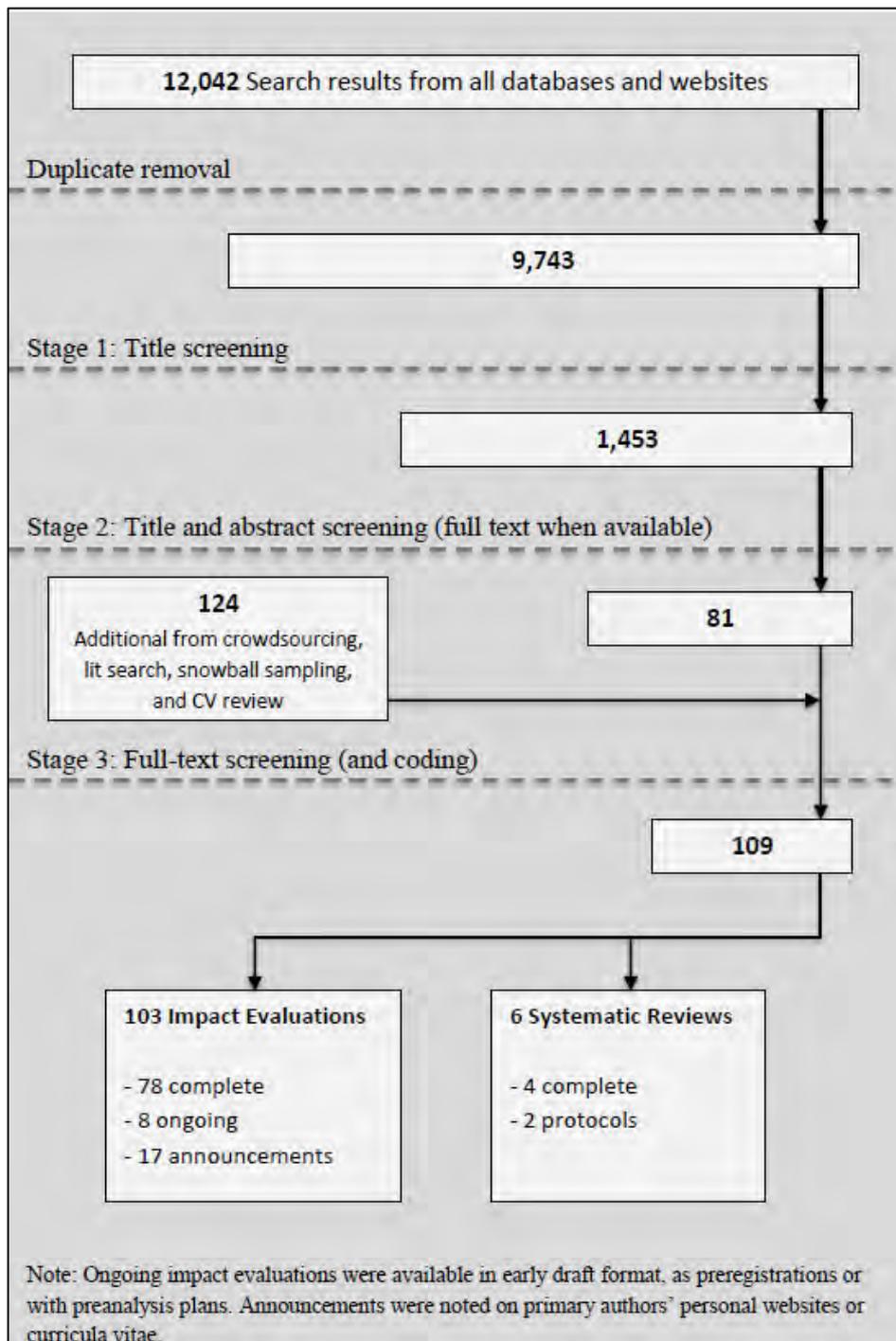
The map includes columns for what we call other considerations. These are whether the intervention targets youth, whether the intervention targets women and men separately, and whether the study includes cost-effectiveness analysis. There is an increasing focus on the role of youth in preventing violence and fostering peace (United Nations 2014), and many interventions do target youth. This column in the evidence gap map allows the reader to see quickly which studies provide evidence specific to youth. Conflict affects women and men differently, both in the roles they play in the conflict and how the conflict might impact their lives. This column in the map allows a reader to see quickly which studies provide evidence specific to women and men. The cost-effectiveness column reveals how many studies provide information on cost effectiveness, information that aids policymakers in making well-informed choices.

As noted above, this evidence gap map includes studies that are impact evaluations. Impact evaluations are defined as programme evaluations or field experiments that use experimental or observational data to measure the effect of a programme relative to a counterfactual representing what would have happened to the same group in the absence of the programme. Impact evaluations may also test different programme designs. In this report, we also discuss the applicable systematic reviews. Systematic reviews are review studies that report at least how the authors searched for included studies, state whether the search was intended to be comprehensive and state the inclusion criteria used to judge which studies will be included or excluded.

### **3. Findings**

Appendix A presents the table of resources searched, the detailed search strategy and the screening protocol. Figure 1 presents the search results.

**Figure 1: E4P search results**



Source: Author constructed

In addition to the online searches, we conducted a peer-recommendation search by sending requests to a large number of researchers as well as some donors and implementers for suggestions of existing impact evaluations and systematic reviews related to the theme, as well as for information on ongoing studies. We also conducted backwards and forwards snowball searches. The backwards snowball search involves screening the references of all included studies. The forwards snowball search involves checking the online curricula vitae and websites of all authors with more than one included study. We do the latter to increase the likelihood of finding draft papers and documentation for ongoing studies. The search and

screening resulted in 78 completed impact evaluations that cover 70 distinct programmes or field experiments. By completed, we mean that a complete report is publicly available. Appendix B presents the bibliography of all the included impact evaluations, as well as all the ongoing and announced impact evaluations and all the completed and protocol-stage systematic reviews.

We present a picture of the evidence gap map as figure A 1. The picture format shows the number of studies that provide evidence for each cell. The darker cells represent those with more evidence.

It is important to note that the map only shows where there is evidence, not what the evidence says. As such, it is incorrect to interpret a dark cell to mean that there is a lot of evidence supporting a positive impact of the intervention on the outcome. The evidence may actually show negative effects, show null effects or be inconclusive. A dark cell does mean that there is a deeper base of evidence for the effect of that intervention on that outcome.

When populated into the map, the studies produce 256 occurrences. An occurrence is each cell in which a study appears. So, for example, if a study looks at a programme that includes interventions for life-skills and employment training as well as for cash for work, and if the study estimates programme effects of both (separately or together) on outcomes measured with indicators belonging to categories on beliefs, economic situation and criminal behaviour, then there are six occurrences of the study – it will appear in six different cells of the gap map. We can think of this as meaning that it reports six different types of evidence. Note that there should be at least one distinct outcome indicator for each outcome category listed. However, if a programme has multiple components that cannot be isolated for the evaluation, then one piece of evidence (the effect of the programme on a particular indicator) will appear for each of the intervention types that make up the intervention.

The large number of occurrences relative to the number of included studies reflects both that many programmes comprise different types of interventions and that many impact evaluations measure the impact of the programme on multiple types of outcomes. For example, the Humphries *et al.* (2014) study on community-driven development (CDD) in the Democratic Republic of Congo measures the impact on outcomes in six different categories.

We have also crosshatched some cells where there is not a clear theory of change. For example, demining programmes are not intended to have societal or institutional outcomes, support for elections is not intended to change individual economic situations, services to victims are not intended to improve institutional performance and so on. We base these choices on information from the scoping paper, including the results of the stakeholder survey, as well as on our own knowledge of programming. The reason we want to denote cells where there are not theories of change between the interventions and those outcomes is that we do not want to give the impression that there are evidence gaps in places where we would not expect to see evidence.

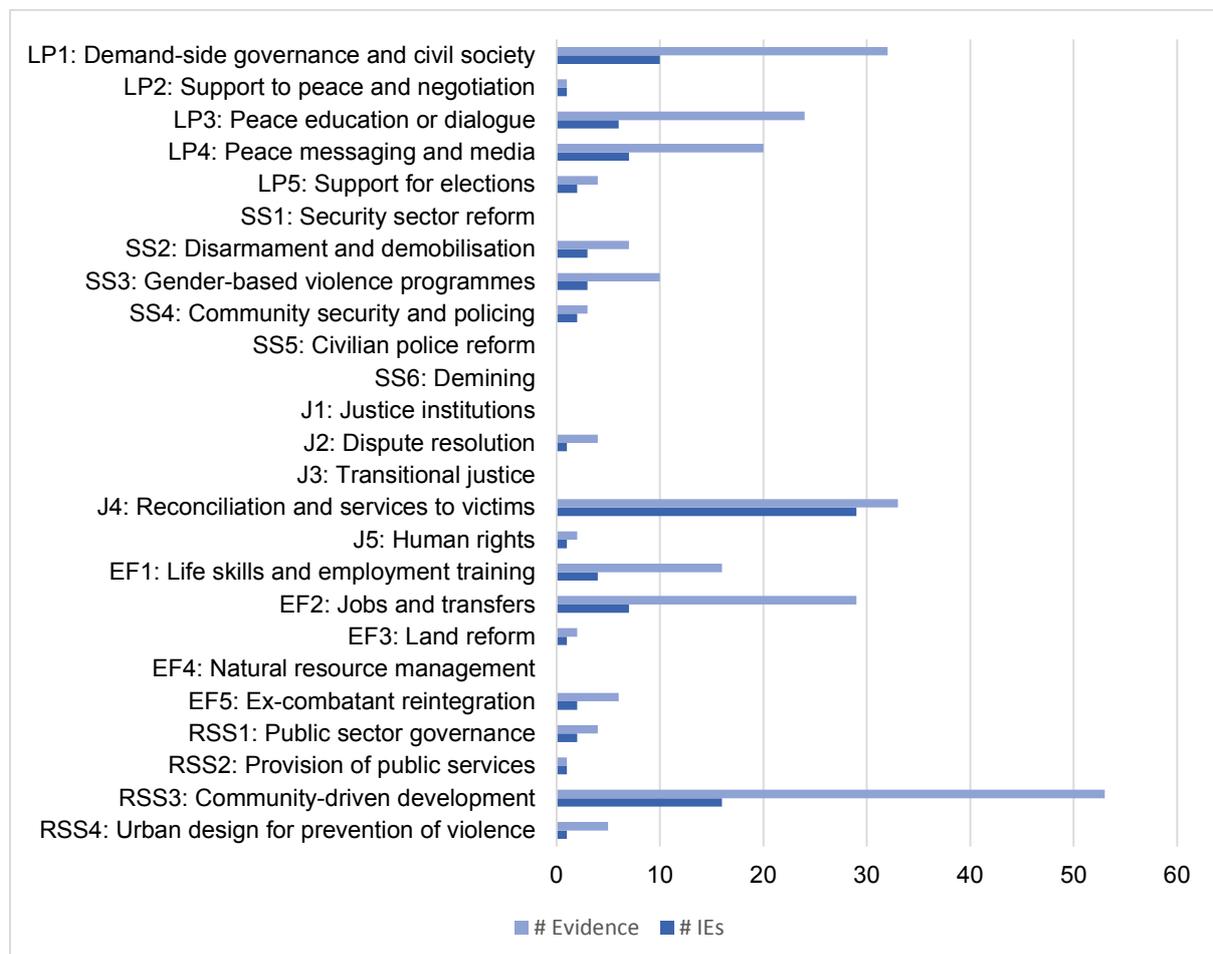
### **Features of the evidence base**

Figure 2, below, shows the number of distinct impact evaluations for each intervention category as well as the number of types of evidence for each intervention category. The latter is the count of occurrences in the gap map for each intervention category (sum of the row numbers). We count an occurrence for each combination of intervention category and

outcome type for which a study provides an effect size measured using a counterfactual. When the light-coloured section is much larger than the dark-coloured section on a bar, the individual impact evaluations measure outcomes from multiple outcome categories. When the two bars are relatively the same length, most of the studies only measure outcomes in a single outcome category. Note that this figure shows only completed impact evaluations, those for which a complete write up of the study is publicly available.

Six intervention categories do not have any impact evaluations. Three of these are in the security grouping: SS reform, civilian police reform and demining. Two are in the justice sector: capacity building of justice institutions and transitional justice. The final category with no impact evaluations is natural resource management. Three intervention categories stand out as having a relatively large number of impact evaluations: demand-side governance and civil-society development, reconciliation and services to victims, and CDD and community-driven reconstruction (CDR). We found 29 impact evaluations of interventions designed to provide direct services to victims. The majority of these are evaluations of psychosocial-treatment programmes, and most of these measure outcomes in the individual social- and psychological-situation category, which is the cell with the most evidence occurrences in the evidence gap map. Three other categories stand out as having quite a bit of evidence: peace, conflict and and civic education; peace messaging and media; and jobs and cash for work.

**Figure 2: Number of impact evaluations and number of types of evidence for each intervention category**



**Figure 3: Number of impact evaluations for each outcome category**

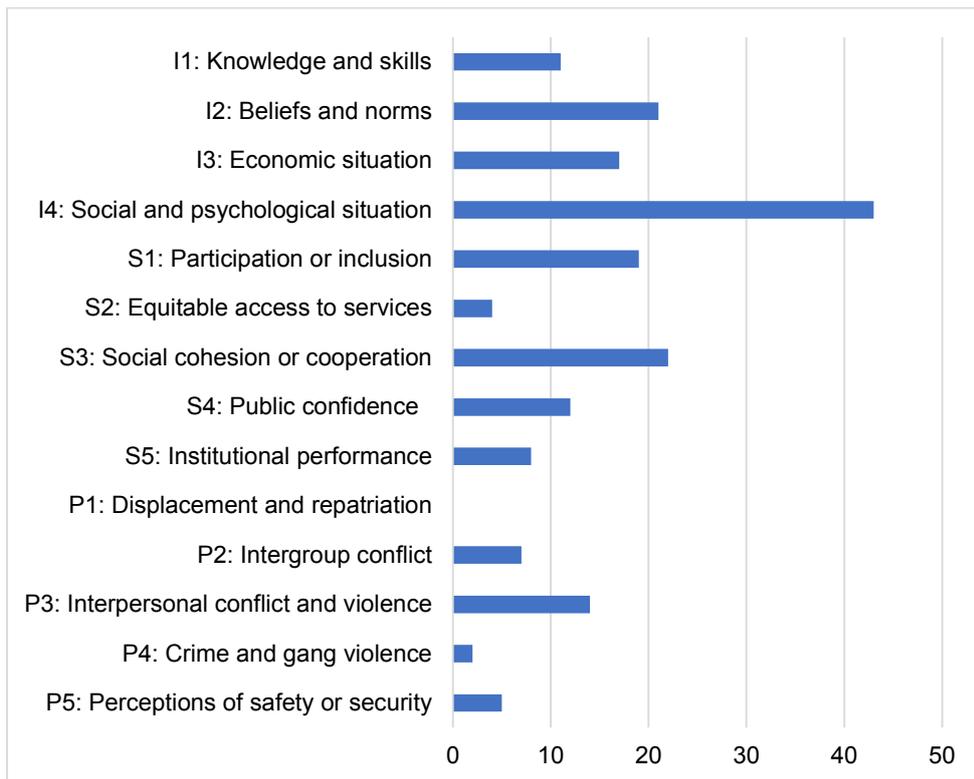


Figure 3 shows the number of distinct impact evaluations there are for each outcome category. Studies are counted for each intervention evaluated and each outcome category measured, so the total number in each of the figures is greater than the total number of impact evaluations included. Figure 3 shows that more than 20 studies measure outcomes in the categories of beliefs and norms, social and psychological situation, participation and inclusion, and social cohesion and cooperation. There are fewer occurrences among the peacebuilding outcomes than among those measured at the individual level and at the societal and institutional level.

Figure 4 shows the number of impact evaluations by the date of posting and date of endline data collection. Posting means either the publication date for those that are published or the version date for those we found online in draft-paper or working-paper form. We limited our search to studies dated 1993 and later, but we did not find any studies with endline data from before 1997. The figure shows relatively large numbers of studies in the last four years, suggesting that interest in impact evaluation of peacebuilding interventions is on the rise. Note that absence of studies with endline data in 2014 and the low number with endline data in 2013 reflects that these studies have not been written as complete public drafts yet, not that there have not been studies collecting endline data in these years.

The mean lag between endline data collection and posting is a little over three years, with a standard deviation of a little more than two years. This is better than the mean lag for social-science impact evaluations generally (see Cameron *et al.* forthcoming), but our sample includes draft papers, while the population in the Cameron *et al.* study does not.

**Figure 4: Number of impact evaluations by date endline data collected and date posted**

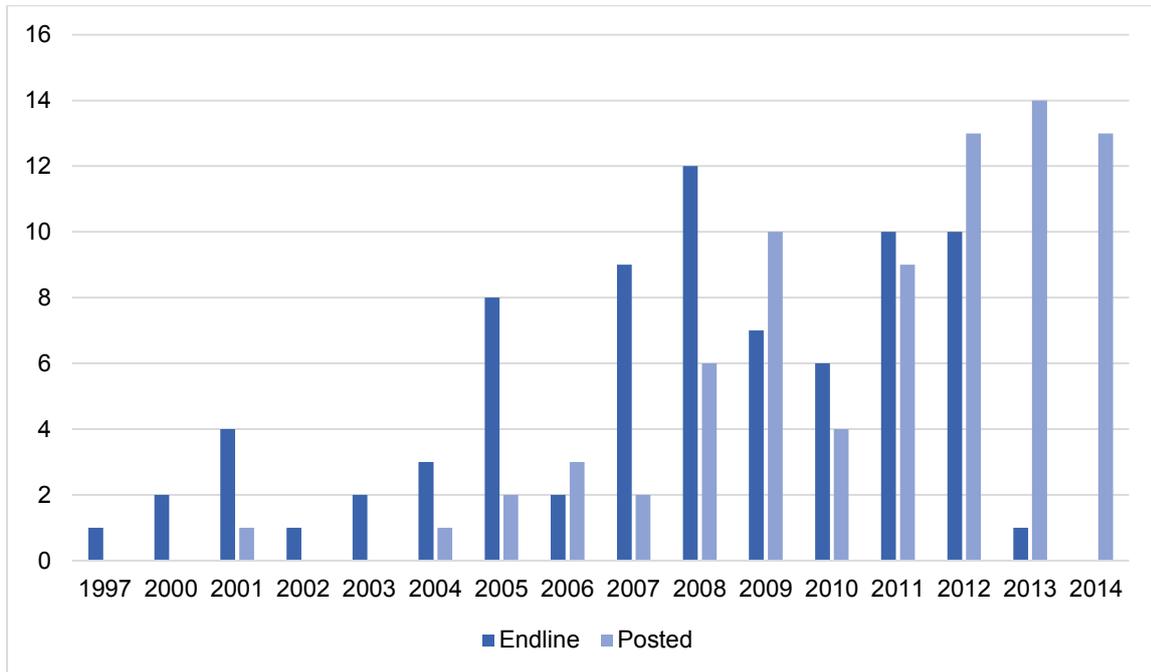
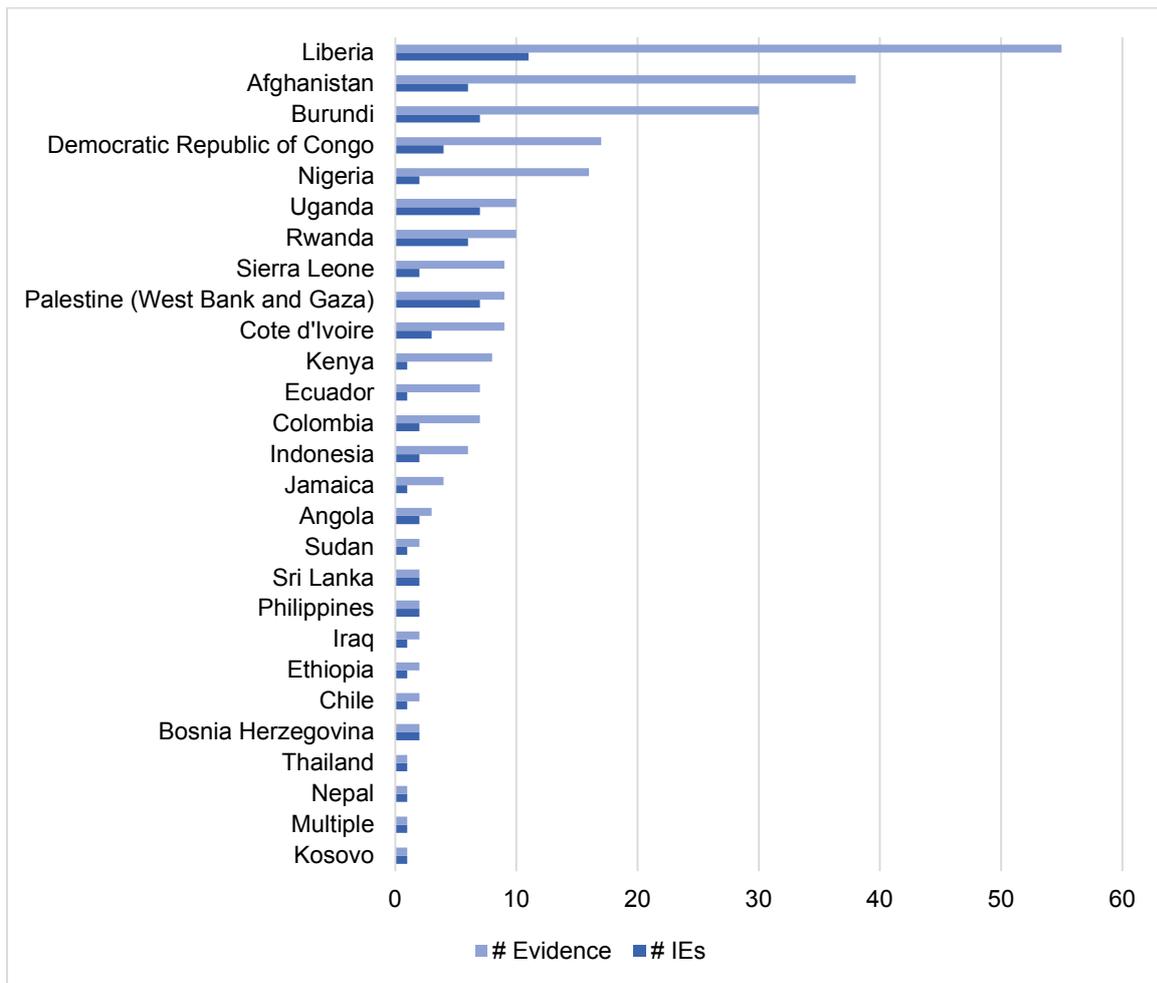


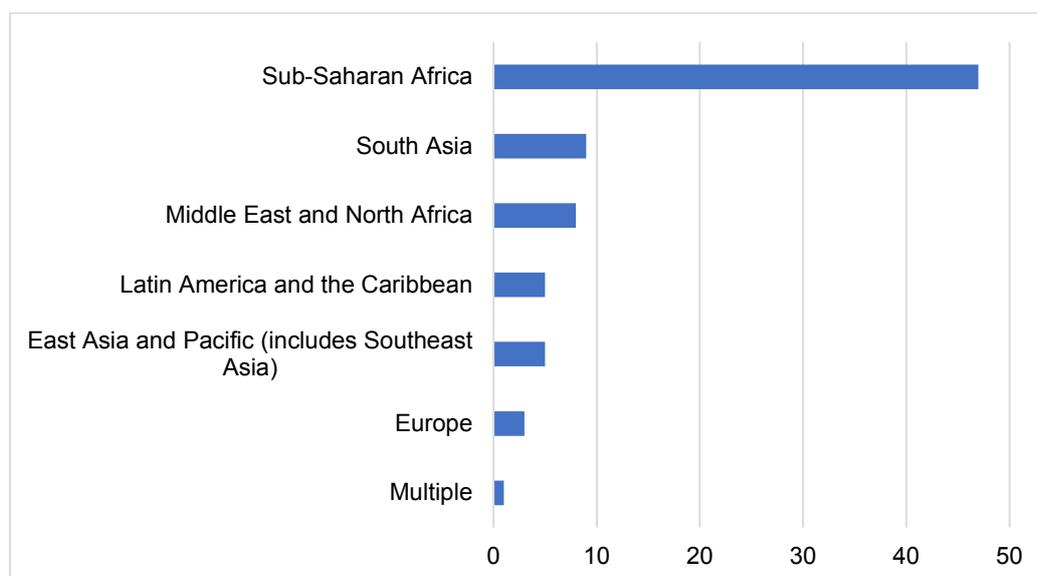
Figure 5 shows the frequency of studies and evidence occurrences by country, similar to figure 2 but by country instead of intervention category. Liberia has clearly been a popular country for impact evaluation research, with the largest number of studies and also a large number of outcome types measured.

**Figure 5: Number of impact evaluations and number of types of evidence per country**

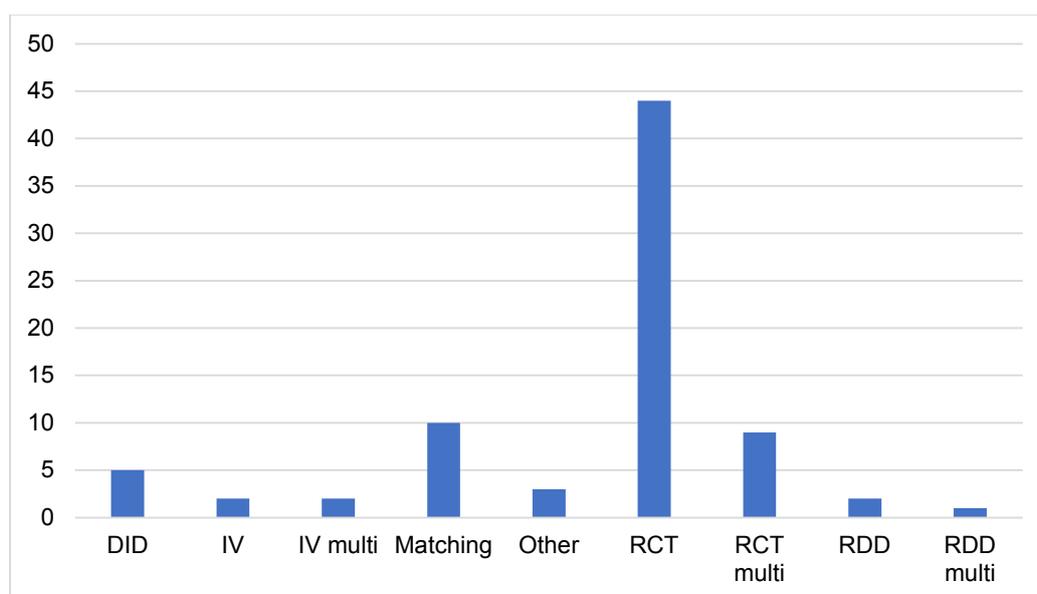


In figure 6, we see that by far the most impact evaluations of peacebuilding interventions have been conducted in sub-Saharan Africa. Figure 7 shows that the most impact evaluations of peacebuilding interventions use RCTs, either alone or combined with other methods.

**Figure 6: Number of impact evaluations per region**



**Figure 7: Number of impact evaluations by method**



The right-hand side of the evidence gap map in the electronic versions captures what we call other considerations, which are certain features of impact evaluations that help us to understand the evidence base. For this evidence gap map, we chose to code whether a study targets youth, targets gender and provides cost-effectiveness estimates. By targeting youth and gender, we mean that there is an aspect to the intervention related to youth or gender and that the impact evaluation measures one or more outcomes for that group separately. We do not code gender if the regression analysis includes a gender dummy variable. Table 2 presents the gap map results for these three considerations.

The map shows five occurrences of cost-effectiveness estimates. It turns out that those five occurrences only come from three different studies. One study (Blattman and Annan 2014) provides estimates across three intervention categories. There are a large number of impact evaluations with information specifically on youth for the services-to-victims category, which

includes the psychosocial interventions for trauma. The intervention category with the most studies looking at gender is CDD and CDR.

**Table 2: Number of impact evaluations that provide estimates for youth, gender or cost effectiveness**

	Youth analysis	Gender analysis	Cost effectiveness
LP1: Demand-side governance and civil society		1	
LP2: Support to peace and negotiation			
LP3: Peace education or dialogue	1	2	1
LP4: Peace messaging and media	1	1	
LP5: Support for elections			
SS1: Security sector reform			
SS2: Disarmament and demobilisation			
SS3: Gender-based violence programmes		3	
SS4: Community security and policing			
SS5: Civilian police reform			
SS6: Demining			
J1: Justice institutions			
J2: Dispute resolution	1	1	
J3: Transitional justice			
J4: Reconciliation and services to victims	21	7	1
J5: Human rights	1	1	
EF1: Life skills and employment training	1	4	1
EF2: Jobs and transfers	1	4	2
EF3: Land reform			
EF4: Natural resource management			
EF5: Ex-combatant reintegration		1	
RSS1: Public sector governance		1	
RSS2: Provision of public services			
RSS3: Community-driven development	2	8	
RSS4: Urban design for prevention of violence			

Appendix table A 2 presents the evidence gap map framework with the eight ongoing studies coded. These are the ongoing studies for which enough information is available that we can code interventions and outcomes. There are another 17 announcements of impact evaluations that are ongoing, which we believe will ultimately be studies meeting our inclusion criteria. The most striking finding in the ongoing-studies map is that there are five more studies in the LP3 (peace, conflict and civic education) and LP4 (peace messaging and media-based interventions) categories combined. There are also two ongoing studies in an intervention category that is empty for the map of completed studies, capacity building and reform of justice institutions.

## **Promising and priority questions for future research**

### *Promising questions*

Looking at the full map and figure 2, there are three intervention categories that stand out as promising for synthesis research, meaning that there are a relatively large number of studies

and many types of outcomes measured. These categories are demand-side governance, civil-society development, civic engagement and quick-impact grants; reconciliation and services to victims; and CDD and CDR. Intervention categories that have many studies are those that should be considered for evidence-synthesis work. As it turns out, three of the four completed systematic reviews in our search results are for interventions in the services-to-victims category. They are all reviews of studies on psychological or psychosocial interventions to help youth in conflict-affected situations. We summarise these in turn.

Tyrer and Fazel (2014) examine school- and community-based interventions for children who are refugees or asylum seekers. This systematic review rates a high degree of confidence according to the checklist (Snilstveit *et al.* 2013), although the authors are unable to conduct meta-analysis due to the heterogeneity of the interventions and of the target populations. Also, though the authors carefully employ a recognised quality rating scale, their 21 included studies include numerous studies that do not meet the standards of impact evaluations according to the criteria for the gap map. The included studies all concern youth who are refugees or asylum seekers, but the interventions may occur in high-income countries as well as L&MIC. For this reason, as well, not all the included studies for this systematic review are included in the E4P evidence gap map. Eight of the 21 included studies in the systematic review are for interventions in L&MIC, with seven of these in refugee camps. The effect sizes reported in the systematic review are all for indicators that fall under the social- and psychological-situation outcome category, so this SR falls solely in the J4:I4 cell.

The review concludes that ‘six out of the seven studies conducted in refugee camp settings showed a significant reduction in psychological symptoms. The success of these interventions is noteworthy given that one third of all refugees will spend some time in a refugee camp...’ (Tyrer and Fazel 2014, p.9).

Gilles *et al.* (2012) also falls solely in the J4:I4 cell of the gap map. It reviews studies of psychological therapies for youth suffering from posttraumatic stress disorder, and that PTSD can arise from civil conflict or from other causes. The effect sizes extracted for the review are all related to psychological situation. The review rates a high degree of confidence according to the checklist, and all 14 included studies are RCTs. Only four of the 14 take place in L&MIC, but the source of PTSD for these four studies is civil conflict.

Over all the included studies, the systematic-review authors find a positive and statistically significant effect of the interventions on PTSD in the short term and medium term after the intervention but not the long term. The interventions also help to reduce depression.

The third systematic review in this cell of the EGM is Lloyd *et al.* (2005). This review focuses on interventions addressing the effects of armed conflict on children, and all of the studies included in the two stages took place in L&MIC. Here the outcomes assessed are psychosocial and cognitive development, and the review focuses on children from birth to age eight. The checklist assigns a medium level of confidence to the conclusions in this review. The authors do report detailed information about how they searched and screened, but then they took a second smaller sample for in-depth review. The way the authors describe the study is a mix of a gap map (‘systematic map of research’, as they refer to it on p.6) and a systematic review. They end up with only three studies in the part of the study focusing on in-depth reviews. These are the studies for which they explore effect sizes in

detail. Lloyd *et al.* conclude, 'We consider that the three studies included in this systematic review constitute evidence that interventions can help improve aspects of psychosocial functioning in children and that the evidence is strongest for group interventions focusing on normalisation' (p.4).

In spite of the three existing systematic reviews, the evidence map of impact evaluations indicates that there is scope for more systematic review and meta-analysis work on the question of the impact of psychological interventions on psychological outcomes. A new review could look at L&MIC and would likely be able to explore heterogeneous outcomes for youth and women.

Another of the three categories in the evidence gap map that appears promising for systematic review work is CDD and CDR. The fourth of the completed reviews (King *et al.* 2010) falls into multiple intervention categories, one of which is this category. The checklist assigns a high level of confidence in findings for this review. In contrast to a review question that specifies both intervention type and outcome type, this review focuses on an outcome type, social cohesion, but includes studies across different intervention types. This review is not restricted to conflict-affected contexts but is restricted to sub-Saharan Africa. As such, although the review only includes studies from L&MIC, several of them do not meet the inclusion criterion for our EGM of being a conflict-affected situation and so are not among our included studies.

King *et al.* state that the two intervention types they include are curriculum interventions and CDD, which would fall under LP3 (peace, conflict and civic education) and RSS3 (CDD). In summary, King *et al.* state, 'In short, we found weakly positive impacts of CDD and curriculum interventions on social cohesion outcomes, although only two findings were replicated across studies: one positive and one negative' (King *et al.* p.337).

Looking at the curriculum-intervention studies, we find that one of the few included studies they categorise as evaluating a curriculum intervention is one we categorise under LP4 (peace messaging and media-based interventions) as it is a radio soap opera intervention (Paluck 2009). For the LP3 (peace, conflict and civic education) and LP4 (peace messaging and media-based interventions) interventions, there is only one study each in a conflict-affected environment, both in Rwanda. The outcomes presented in the systematic review are all under I2 (beliefs and norms). For the RSS3 (CDD) interventions, the systematic review analyses effect sizes for outcomes in the categories I2 (beliefs and norms), S1 (participation and inclusion), S3 (social cohesion and cooperation) and S5 (institutional capacity). Only one of the CDD studies included in the systematic review is included in our evidence gap map, as the others are not in conflict-affected situations. The reason the systematic review does not include more CDD studies in conflict-affected situations is that most of the CDD and CDR studies in the EGM were posted or published after 2010 and so were not available at the time of the systematic review. Thus, in spite of this existing systematic review, the impact of CDD and CDR looks to be a promising question for systematic review.

We did not find any systematic reviews or protocols falling in the third possibly promising intervention category: LP1 (demand-driven governance and civil society). A look at the studies mapped into this category reveals that several are cross-listed with SS3 (CDD and CDR), leaving only a small number that are distinct civil-society interventions. As such, this

intervention category is not yet promising, but assuming that demand for evidence in this category is high, this would be an intervention category that is a priority – that is, where it is an intervention category that currently contains a handful of studies but in which several more could create a critical mass for meta-analysis.

The two systematic-review protocols do not fall in any of the three possibly promising categories. The first of the protocols (Gavine *et al.* 2014) looks at community-based social-development interventions for youth. The descriptions of interventions to be included suggest categories LP3 (peace, conflict and civic education) and EF1 (life skills). The authors specify that the social-development interventions must be implemented in community settings rather than strictly in schools. Nonetheless, the interventions are not really about civil-society development, so we would not categorise them under LP1 (demand-driven governance and civil society). Also, the screening will exclude interventions targeted at youth already engaged in violence, so we would not code this study under J4 (reconciliation and services to victims). The outcomes for which the reviewers are looking fall under the outcome categories P3 (interpersonal violence) and P4 (organised crime and gang violence) for primary outcomes as well as I1 (knowledge and skills), I2 (beliefs and norms) and I4 (social and psychological situation). The review is not limited to interventions in conflict-affected situations or to interventions in L&MIC.

The second of the systematic-review protocols (Higginson *et al.* 2013) is for a review of policing interventions (SS5) in developing countries. The review is restricted to developing countries but not to conflict-affected situations. The reviewers are screening for outcomes in the P3 (interpersonal violence) and P4 (organised crime and gang violence) categories.

We see two other possibilities for promising questions in the evidence gap map. The map and figure 2 show two cases where two related categories together have a handful of studies that measure a relatively large number of outcome types. These are civic education and dialogue programmes combined with peace messaging and media, grouped under LP, and life-skills and employment training combined with jobs, cash for work, and cash and in-kind transfers, grouped under EF. The theories of change within the combinations are fairly similar, and in fact we see that several studies are cross-listed in both categories of each combination. Although there may not yet be enough studies in the combined categories to conduct fruitful meta-analysis, these combinations could be promising in the future, especially if the interventions in the related categories are similar enough. The five ongoing studies in the LP3 (peace, conflict and civic education and dialogue) and LP4 (peace messaging and media-based interventions) categories suggest that these combined may soon be promising for meta-analysis.

### *Priority questions*

The identification of priority questions relies on both supply and demand for evidence. For example, although there are no impact evaluations of demining interventions, no one in our stakeholder survey reported that more and better evidence on demining interventions would benefit his or her work in peacebuilding (Brown *et al.* 2015). We would not want to identify demining as a priority intervention category for new impact evaluations based only on the fact that there are no studies in the evidence gap map. The scoping paper (Brown *et al.* 2015) presents the full analysis of possible priority questions, incorporating information from a stakeholder survey and three consultation meetings 3ie conducted.

Here we comment briefly on the intervention categories for which there are no impact evaluations in the evidence gap map. The first is SS reform. These are interventions that many consider difficult to evaluate using a counterfactual design. Nonetheless, a few participants in our consultation sessions commented that they perceive a high demand for better evidence for SS-reform programming.

The second category is civilian police reform. In the systematic review protocol for policing interventions in developing countries, Higginson *et al.* (2013) argue that ‘the largest, arguably most important, component of the justice system that focuses on efforts to reduce violent crime is policing’ (p.4). They also point out that developing-country policing agencies suffer many more challenges than developed-country policing agencies, which means that specific evidence on how to improve developing-country policing is needed.

Preliminary analysis suggests that demining is not likely to be a priority question. As noted above, no one in the stakeholder survey or consultation events pointed to demining as a priority area for more and better evidence, at least not in terms of peacebuilding outcomes.

The next two empty intervention categories are capacity building and reform of the justice system and transitional justice. Both the stakeholder survey and the consultations revealed demand for more and better evidence for the first but not so much for the second. There are two ongoing studies for capacity building and reform of the justice system. The final empty category is natural resource management. Very few respondents to the stakeholder survey picked this category as one where they would like more and better evidence, but the trends suggested in the portfolio review as well as some discussions with stakeholders point to this category as one where more evidence will be needed in the future.

Finally, the analysis of evidence occurrences by outcome category suggests that there is a dearth of studies that attempt to measure outcomes further along a peacebuilding causal chain – that is, actual peace and violence outcomes. Participants at the consultation events for the scoping paper noted that there is a clear need to have future studies measure impacts at this level.

#### **4. Limitations**

We searched all the relevant indexes and databases to which we were able to gain access. However, in the interest of time, we only had one person conduct each search, with a single search specialist supervising and compiling the search work. Additionally, only one person conducted the title and abstract screening for each search hit. We may have missed some studies.

This search strategy was also challenging because we sought a wide range of interventions and donors and implementers often use different terms to describe the same thing. Instead of running a search based on intervention terms, we focused on context and methods and did not exclude studies based on intervention or outcome until we were conducting the full-text screening and coding. When in doubt, we erred on the side of inclusion.

We did have two people code each of the included studies, with any discrepancies resolved through discussion or by a third person.

## 5. Conclusion

The E4P evidence gap map contains 78 completed impact evaluations coded across 25 different intervention categories and 14 outcome categories. The framework for the map was developed through a consultative process involving stakeholders from several agencies and organisations. The 78 impact evaluations yield 256 occurrences in the map, reflecting that some studies evaluate multiple interventions (or programmes that combine elements of multiple intervention categories) and some studies measure effect sizes for outcomes across multiple outcome categories. Three intervention categories stand out as having more evidence than the others: demand-side governance and civil-society development; reconciliation and services to victims; and CDD and CDR. A closer look reveals that several of the studies in the first category are also in the third, suggesting that there are not so many distinct evaluations of demand-side governance and civil-society interventions. In terms of outcomes measured, there are noticeably fewer occurrences in the five peacebuilding categories than in the individual- and societal-outcomes categories.

By country, Liberia has the most studies and the most evidence occurrences. By region, sub-Saharan Africa accounts for well over half of the total impact evaluations. A handful of studies do measure effect sizes specific to youth and gender, but only three of the 78 studies report any information about the cost effectiveness of the evaluated intervention.

The E4P evidence gap map is designed to inform decisions about promising and priority questions for further research investment. Promising questions are those where enough studies are present to enable systematic review and meta-analysis. There is one cell with by far the most occurrences: the effect of services provided to victims on social and psychological situation.

Our search and screening uncovered three complete systematic reviews that fit this combination, although none focuses on the question here, which would be the effect specifically in conflict-affected L&MIC. We feel there is scope for further systematic-review work on this question. There is also a systematic review that overlaps with the CDD and CDR intervention category – but, again, the review does not address the same question (limited to conflict-affected situations). In addition, the existing review was conducted before many of the studies in the map were completed. The map suggests that a review of CDD and CDR interventions could examine outcomes in several different categories. Therefore, we feel there is scope for further systematic-review work on this question.

The map shows two cases where two similar categories combined have a handful of studies. Further impact evaluation research in these cases might quickly lead to a critical mass of evidence for meta-analysis.

The identification of priority questions requires information about supply and demand. The map does reveal many intervention categories for which there is limited to no impact evaluation evidence, suggesting that there are many possible priority questions. In addition, there is clearly less evidence of the effect of these interventions on peacebuilding outcomes than on individual and societal outcomes.

## References

- Blattman, C and Annan, J, 2014. Can employment reduce lawlessness and rebellion? A field experiment with high-risk men in a fragile state. Working Paper. Available through: SSRN website [Accessed 09 Feb. 2015].
- Brown, AN, McCollister, F, Cameron, DB and Ludwig, J, 2015. *The current state of peacebuilding programming and evidence. 3ie scoping paper*, April.
- Cameron, DB, Mishra, A and Brown, AN, forthcoming. The growth of impact evaluation for international development: how much have we learned? *Journal of Development Effectiveness*.
- Cevik, S and Rahmati, M, 2013. Breaking the curse of Sisyphus: an empirical analysis of post-conflict economic transitions, IMF Working Paper WP/13/2, January 2013.
- Gavine, A, MacGillivray, S and Williams, DJ, 2014. Protocol: universal community-based social development interventions for preventing community violence by young people 12 to 18 years of age. *Cochrane Database of Systematic Reviews*, 8(2914), pp.1–18.
- Gillies, D, Taylor, F, Gray, C, O'Brien, L and D'Abrew, N, 2013. Psychological therapies for the treatment of post-traumatic stress disorder in children and adolescents (Review). *The Cochrane Library*, 12(2012), pp.1–110.
- Higginson, A, Mazarolle, L, Davis, J, Bedford, L and Mengerson, K, 2013. The impact of policing interventions on violent crime in developing countries. 3ie Systematic Review Protocol SR3.1277.
- Humphreys, M, Sanchez De La Sierra, R and Van Der Windt, P, 2014. Social and economic impacts of Tuungane: final report on the effects of a community-driven reconstruction programme in eastern Democratic Republic of Congo. Paris: OECD.
- International Dialogue on Peacebuilding and Statebuilding. A new deal for engagement in fragile states. Available at: <http://www.pbsbdialogue.org/documentupload/49151944.pdf> [Accessed on: 10 April 2015].
- King, E, Samii, C and Snilstveit, B, 2010. Interventions to promote social cohesion in sub-Saharan Africa. *Journal of Development Effectiveness*, 2(3), pp.336–370.
- Lloyd, E, Penn, H, Barreau, S, Burton, V, Davis, R, Potter, S and Sayeed, Z, 2005. How effective are measures taken to mitigate the impact of direct experience of armed conflict on the psychosocial and cognitive development of children aged 0–8? *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
- Martina, V, Stevenson, J, Verboom, S, Prasannakumar, Y, Olapade, M, Snilstveit, B and Davies, P, 2014. *3ie Evidence gap map report*.
- McCollister, F, 2015. Evidence for peacebuilding portfolio review. Working draft.
- Mishra, A and Cameron, D, 2014. Impact evaluation repository search and screening protocol. International Initiative for Impact Evaluation. Available at:

<[http://www.3ieimpact.org/sites/default/files/2018-07/3ie\\_repository\\_protocol.pdf](http://www.3ieimpact.org/sites/default/files/2018-07/3ie_repository_protocol.pdf)>  
[Accessed on: 10 April 2015].

Snilstveit, B, Vojtkova, M, Bhavsar, A and Gaarder, M, 2013. Evidence gap maps: a tool for promoting evidence-informed policy and prioritizing future research. Policy Research Working Paper 6725, Independent Evaluation Group, World Bank. Available at: <[http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2013/12/13/000158349\\_20131213135609/Rendered/PDF/WPS6725.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2013/12/13/000158349_20131213135609/Rendered/PDF/WPS6725.pdf)>

Tyrer, RA and Fazel, M, 2014. School and community-based interventions for refugee and asylum seeking children: a systematic review. *PLOs ONE*, 9(2), pp.1–12.

United Nations, 2014. Guiding principles on young people’s participation in peacebuilding. Available at:  
<<http://www.un.org/en/peacebuilding/pbso/pdf/Guiding%20Principles%20Youth%20Participation%20in%20Peacebuilding.pdf>> [Accessed on: 10 April 2015].

## Appendix A. Methodological details

We adapted the search strategy in table A 1 to each of the indexes and websites listed in table A 2.

**Table A 1: Search strategy**

#	Search syntax
<b>Topic and location keywords (must include)</b>	
1	((Countr* or nation* or region* or territor* or provinc* or group or groups or ethnic* or communit* or tribe* or tribal* or situation* or state) adj3 (fragile or weak or failed or conflict or conflict-afflicted or conflict-affected or post-conflict or post-war or war-affected or war-torn or violen* or 'conflict afflicted' or 'conflict affected' or 'post conflict' or 'post war' or 'war affected' or 'war torn')).ti,ab.
2	genocide.ti,ab.
<b>3</b>	<b>1 OR 2</b>
<b>Impact evaluation keywords (must include)</b>	
4	((impact and (evaluat* or assess* or analy* or estimat*)) or (effect* and (evaluat* or assess* or analy* or estimat*))).ti,ab.
5	(match* adj4 (propensity or coarsened or covariate or statistical or characteristic)).ti,ab.
6	(('difference* in difference*' or 'difference-in-difference*' or 'differences-in-difference*' or 'double difference*') or ('fixed effect*' and (interaction and term))).ti,ab.
7	(('instrument* variable') or (IV ADJ2 (estimation or approach))).ti,ab.
8	('regression discontinuity').ti,ab.
9	(random* ADJ4 (trial or allocat* or intervention* or treatment* or control*)).ti,ab.
10	((programme* or intervention* or project or projects)).ti,ab.
11	4 or 5 or 6 or 7 or 8 or 9
<b>12</b>	<b>11 and 10</b>
<b>Study topic area</b>	
13	evaluation/ or programme evaluation/ or treatment effectiveness evaluation/
14	Educational Programme Evaluation/ or School Based Intervention/ or between groups design/ or clinical trials/
15	meta analysis/
16	('programme* evaluation' OR 'project evaluation' OR 'evaluation research' OR 'impact evaluation' OR 'impact assessment' OR 'impact analysis').ti,ab.
17	('systematic review*' OR 'meta-analysis' OR 'meta analysis').ti,ab.
<b>18</b>	<b>13 or 14 or 15 or 16 or 17</b>
<b>Combined total</b>	
19	12 or 18
<b>20</b>	<b>19 and 3</b>
<b>Developing-country free text</b>	

(Africa or 'sub Saharan Africa' or 'North Africa' or 'West Africa' or 'East Africa' or Algeria or Angola or Benin or Botswana or Burkina Faso or Burundi or Cameroon or 'Cape Verde' or 'Central African Republic' or Chad or 'Democratic Republic of the Congo' or 'Republic of the Congo' or Congo or 'Cote d'Ivoire' or 'Ivory Coast' or Djibouti or Egypt or 'Equatorial Guinea' or Eritrea or Ethiopia or Gabon or Gambia or Ghana or Guinea or Guinea-Bissau or Kenya or Lesotho or Liberia or Libya or Madagascar or Malawi or Mali or Mauritania or Morocco or Mozambique or Namibia or Niger or Nigeria or Rwanda or 'Sao Tome' or Principe or Senegal or 'Sierra Leone' or Somalia or 'South Africa' or 'South Sudan' or Sudan or Swaziland or Tanzania or Togo or Tunisia or Uganda or Zambia or Zimbabwe).ti,ab.

21  
( 'South America' or 'Latin America' or 'Central America' or Mexico or Argentina or Bolivia or Brazil or Chile or Colombia or Ecuador or Guyana or Paraguay or Peru or Suriname or Uruguay or Venezuela or Belize or 'Costa Rica' or 'El Salvador' or

22 Guatemala or Honduras or Nicaragua or Panama).ti,ab.  
(Caribbean or 'Antigua and Barbuda' or Aruba or Barbados or Cuba or Dominica or 'Dominican Republic' or Grenada or Haiti or Jamaica or 'Puerto Rico' or 'St. Kitts and Nevis' or 'Saint Kitts and Nevis' or 'St. Lucia' or 'Saint Lucia' or 'St. Vincent and the Grenadines' or 'Saint Vincent and the Grenadines' or 'St. Vincent' or 'Saint Vincent' or

23 'Trinidad and Tobago').ti,ab.  
( 'Eastern Europe' or Balkans or Albania or Armenia or Belarus or Bosnia or Herzegovina or Bulgaria or Croatia or Cyprus or 'Czech Republic' or Estonia or Greece or Hungary or 'Isle of Man' or Kosovo or Latvia or Lithuania or Macedonia or Malta or Moldova or Montenegro or Poland or Portugal or Romania or Serbia or 'Slovak

24 Republic' or Slovakia or Slovenia or Ukraine).ti,ab.  
(Asia or 'Middle East' or 'Southeast Asia' or 'Indian Ocean Island\*' or 'South Asia' or 'Central Asia' or 'East Asia' or Caucasus or Afghanistan or Azerbaijan or Bangladesh or Bhutan or Burma or Cambodia or China or Georgia or India or Iran or Iraq or Jordan or Kazakhstan or Korea or 'Kyrgyz Republic' or Kyrgyzstan or Lao or Laos or Lebanon or Macao or Mongolia or Myanmar or Nepal or Oman or Pakistan or Russia or 'Russian Federation' or 'Saudi Arabia' or Bahrain or Indonesia or Malaysia or Philippines or Sri Lanka or Syria or 'Syrian Arab Republic' or Tajikistan or Thailand or Timor-Leste or Timor or Turkey or Turkmenistan or Uzbekistan or Vietnam or 'West Bank' or Gaza or Yemen or Comoros or Maldives or Mauritius or Seychelles).ti,ab.

25  
( 'Pacific Islands' or 'American Samoa' or Fiji or Guam or Kiribati or 'Marshall Islands' or Micronesia or New Caledonia or 'Northern Mariana Islands' or Palau or 'Papua New Guinea' or Samoa or 'Solomon Islands' or Tonga or Tuvalu or Vanuatu).ti,ab.

26  
(((developing or less-developed or 'less developed' or 'under developed' or underdeveloped or under-developed or middle-income or 'middle income' or 'low income' or low-income or underserved or 'under served' or deprived or poor\*) Adj (count\* or nation or population or world or state or economy or economies)) OR ('third world' or LMIC or L&MIC or 'lami countr\*' or 'transitional countr\*')) OR (low\* adj (gdp or gnp or 'gross domestic' or 'gross national' or 'per capita income'))).ti,ab.

27  
28 exp Developing Countries/

29 **21 or 22 or 23 or 24 or 25 or 26 or 27 or 28**

30 **29 and 20**

**Table A 2: List of databases searched**

<b>Indexes</b>	<b>Provider</b>
<i>From database providers</i>	
EconLit	
SocINDEX	
Academic Search Complete	EBSCO Host
Africa Wide Information	
Embase	
PsycINFO	
CAB Abstracts	Ovid SP
ERIC	
Science Direct	
SCOPUS	Elsevier B.V.
International Bibliography of Social Sciences (IBSS)	
Applied Social Sciences Index and Abstracts (ASSIA)	
Public Affairs Information Service (PAIS International)	ProQuest
Proquest World Wide Political Science Abstracts (WWPSA)	
Web of Knowledge: Web of Science	Thomson Reuters
<i>Other academic databases</i>	
IDEAS RePEc	IDEAS
JOLIS	JOLIS
The National Bureau of Economic Research (NBER)	NBER
Social Science Research Network (SSRN)	SSRN
Political Science Manuscripts	?
CIAO	CIAO
Worldviews	?
<i>Publisher databases</i>	
SAGE Journals	SAGE
Wiley Online Library	JJ Wiley and Sons
<i>Online research libraries</i>	
British Library of Development Studies (BLDS)	BLDS
Popline	Popline
EPPI Centre Evaluation Database of Education Research	Eppi Centre
<i>Websites</i>	
Bureau for Research and Economic Analysis of Development (BREAD)	www
Centre for Global Development (CGD)	www
International Food Policy Research Institute (IFPRI)	www
Overseas Development Institute (ODI)	www
Governance and Social Development Resource Centre (GSDRC)	www
Abdul Latif Jameel Poverty Action Lab (JPAL)	www
Innovations for Poverty Action (IPA)	www

University of California: Center for Effective Global Action (CEGA)	www
Experiments in Governance and Politics (EGAP)	www
Alliance for Peacebuilding	www

### *Banks*

Development Impact Evaluation Initiative (DIME)	
IE <sup>2</sup> Impact Evaluations in Education	
World Bank IE Working Papers	World Bank
enGEN IMPACT EVALUATIONS	
Independent Evaluation Group (IEG)	
Inter-American Development Bank (IDB)	www
Asian Development Bank (ADB): Evaluation Resources	www
African Development Bank (AfDB) Evaluation Reports	www

### *Other websites*

Poverty and Economic Policy Research Network (PEP)	www
USAID Development Experience Clearinghouse	www
Department for International Development (DFID)	www

### *Registries*

Experiments in Governance and Politics (EGAP)	www
American Economic Association RCT Registry (AEA)	www
Registry of International Development Impact Evaluations (RIDIE)	www
Clinicaltrials.gov	www

### *Systematic review databases*

Cochrane	www
Campbell	www

## Screening protocol

### Instructions

Proceed through the questions in order. Note that an answer of 'unclear' never excludes a study. The questions are designed to be as objective as possible. The questions are meant to start with those easier to ascertain and progress to those that will be harder to answer based on a quick read. The screener should feel confident of any 'yes' or 'no' answer used to exclude a study. Where the 'unclear' cell is greyed out, the screener must make a yes or no determination before going on.

Screening questions	No	Yes	Unclear
<i>Title</i>			
1. Is the study about one or more countries on the L&MIC list (in section below), or does it concern individuals from one of those countries?			
IF NO, THEN EXCLUDE			

2. Is the study a biomedical trial?			
IF YES, THEN EXCLUDE			
3. Does the study include empirical analysis?			
IF NO, THEN EXCLUDE			
4. Does the study concern a policy, programme or intervention?			
IF NO, THEN EXCLUDE			
<b>Title and abstract</b>			
5. Repeat questions 1–4.			
6. Is the study concerned with situations of crime, conflict or fragility?			
IF NO, THEN EXCLUDE			
7. Does the study evaluate a policy, programme or intervention implemented in a crime-, conflict- or fragility-affected situation?			
IF NO, THEN EXCLUDE			
8. Does the study measure outcomes for many observations of a relevant unit of analysis (for example, individuals, households, communities, firms, etc.)? [This question is essentially whether the study is a 'large <i>n</i> ' study.] For review studies, the question is whether the review includes studies that measure outcomes for many observations of a relevant unit of analysis.			
IF NO, THEN EXCLUDE			
9. Are the methods clearly identified and clearly NOT among the included methodologies for impact evaluations or systematic review?			
IF YES, THEN EXCLUDE			
<i>Note: All studies that pass question 8 but are ultimately excluded should be filed in the 'other evaluations' folder.</i>			
<b>Full text</b>			
10. Repeat questions 6–9.			
<i>Note: All studies that pass question 8 but are ultimately excluded should be filed in the 'other evaluations' folder.</i>			
11. Does the study use one of the following impact evaluation methodologies:			
a) Randomised controlled trial (RCT)			

<ul style="list-style-type: none"> <li>b) Regression discontinuity design (RDD)</li> <li>c) Propensity score matching (PSM) or other matching methods</li> <li>d) Instrumental variable (IV) estimation (or other methods using an instrumental variable such as the Heckman Two Step approach)</li> <li>e) Difference-in-differences (DD) or a fixed- or random-effects model with an interaction term between time and intervention for baseline and follow-up observations</li> </ul>			
IF YES, THEN INCLUDE; IF NO, KEEP GOING			
<p>12. Is the study described as a systematic review, synthetic review and/or meta-analysis?</p> <p>If yes, does the review do the following:</p> <ul style="list-style-type: none"> <li>a) Include studies related to L&amp;MIC countries</li> <li>b) Describe methods used for search, screening, data collection and synthesis</li> <li>c) Concern questions other than basic efficacy (trials undertaken in clinical or laboratory settings)</li> <li>d) Have a publication date of 1993 or later</li> </ul>			
IF YES TO ALL, THEN INCLUDE; IF NO TO ANY, THEN EXCLUDE			

## Coding sheet for included studies

### Instructions

For each impact evaluation study included at the end of the screening protocol, please read the full text to extract the following information. Remember, the interventions and outcomes code are *only those* for which the evidence in the study is counterfactual based. The study may report other components of the programme and/or report data on a wide variety of outcomes. For the purpose of the gap map, we only code the interventions for which there is a counterfactual-based outcome analysis and the outcomes that are measured as part of that counterfactual-based analysis.

For studies identified as systematic reviews according to the screening protocol, complete the checklist for making judgments about how much confidence to place in a systematic review of effects from appendix 2 of Snilstveit, B, Vojtkova, M, Bhavsar, A and Gaarder, M (2013) 'Evidence gap maps: a tool for promoting evidence-informed policy and prioritizing future research' Policy Research Working Paper 6725, Independent Evaluation Group, World Bank. The checklist should be completed before coding. Only code those systematic reviews that are deemed to have medium or high confidence according to the checklist.

*Note: Any study for which an intervention or outcome category cannot be identified from the list should be set aside for rescreening.*

Study authors	
Study title	
Year of publication and date on document	
Country(ies) where intervention implemented	

Intervention end date (year)			
Latest year outcomes are measured			
Methods used (from screening protocol)			
Intervention 1	Name and description of intervention		Category code(s) of intervention from intervention list
Outcomes measured for intervention 1	Name of outcome	Observational level of measurement	Category code(s) for outcome from outcome list
For intervention 1, does the study include the following (y/n)?	Analysis of gender outcomes	Analysis of youth outcomes	Cost-effectiveness analysis
Intervention 2	Name and description of intervention		Category code(s) of intervention from intervention list
Outcomes measured for intervention 2	Name of outcome	Observational level of measurement	Category code(s) for outcome from outcome list
For intervention 2, does the study include the following	Analysis of gender	Analysis of youth outcomes	Cost-effectiveness analysis

(y/n)?	outcomes		
Intervention 3	Name and description of intervention		Category code(s) of intervention from intervention list
Outcomes measured for intervention 3	Name of outcome	Observational level of measurement	Category code(s) for outcome from outcome list
For intervention 3, does the study include the following (y/n)?	Analysis of gender outcomes	Analysis of youth outcomes	Cost-effectiveness analysis

Figure A 1: E4P evidence gap map

		Individual level outcomes				Societal and institutional outcomes					Peacebuilding outcomes				
		I1: Knowledge and skills	I2: Beliefs and norms	I3: Economic situation	I4: Social and psychological situation	S1: Participation or inclusion	S2: Equitable access to services	S3: Social cohesion or cooperation	S4: Public confidence	S5: Institutional performance	P1: Displacement and repatriation	P2: Intergroup conflict	P3: Interpersonal conflict and violence	P4: Crime and gang violence	P5: Perceptions of safety or security
Legitimate politics	LP1: Demand-side governance and civil society	1	3	5	2	5	3	5	3	2			2		1
	LP2: Support to peace processes and negotiation										1				
	LP3: Peace education or dialogue	1	6	1	2	4		3	1		1	3			2
	LP4: Peace messaging and media-based interventions	1	6		3	3		3	1			1			2
	LP5: Support for elections		1	1		1									1
Security	SS1: Security sector reform														
	SS2: Disarmament and demobilisation		1	2	1	1			1						1
	SS3: Gender-based violence programmes	1	3		3							3			
	SS4: Community security and policing		1			1		1							
	SS5: Civilian police reform														
	SS6: Demining														
Justice	J1: Capacity building and reform of justice institutions														
	J2: Dispute resolution		1					1			1	1			
	J3: Transitional justice														
	J4: Reconciliation and services to victims	3	1	1	27				1						
	J5: Human rights awareness and legal frameworks	1	1												
Economic foundations	EF1: Life skills and employment training	1	4	3	3			1	1			3			
	EF2: Jobs, cash-for-work, cash and in-kind transfers	2	3	5	3	3	1	3	1	2	2	4			
	EF3: Land reform	1		1											
	EF4: Natural resource management														
	EF5: Ex-combatant reintegration		1	2	1				2						
Revenues and social services	RSS1: Public sector governance capacity building and reform								1	1			1	1	
	RSS2: Provision of public services				1										
	RSS3: Community-driven development and reconstruction	2	4	8	1	9	3	10	6	6	2	1		1	
	RSS4: Urban design for prevention of violence				1			1	1			1	1		

**Figure A 2: E4P map of ongoing studies**

		Individual level outcomes				Societal and institutional outcomes					Peacebuilding outcomes				
		I1: Knowledge and skills	I2: Beliefs and norms	I3: Economic situation	I4: Social and psychological situation	S1: Participation or inclusion	S2: Equitable access to services	S3: Social cohesion or cooperation	S4: Public confidence	S5: Institutional performance	P1: Displacement and repatriation	P2: Intergroup conflict	P3: Interpersonal conflict and violence	P4: Crime and gang violence	P5: Perceptions of safety or security
Legitimate politics	LP1: Demand-side governance and civil society														
	LP2: Support to peace processes and negotiation														
	LP3: Peace education or dialogue		3	2	1	1		3				3		1	
	LP4: Peace messaging and media-based interventions	1	1			1	1		1						
	LP5: Support for elections														
Security	SS1: Security sector reform														
	SS2: Disarmament and demobilisation														
	SS3: Gender-based-violence programmes														
	SS4: Community security and policing		1	1		1		1				1		1	
	SS5: Civilian police reform														
	SS6: Demining														
Justice	J1: Capacity building and reform of justice institutions	1	1	1	1					2					
	J2: Dispute resolution	1	1	1	1					1					
	J3: Transitional justice														
	J4: Reconciliation and services to victims		1	2	2			1				1			
	J5: Human rights awareness and legal frameworks														
Economic foundations	EF1: Life skills and employment training			1	1										
	EF2: Jobs, cash-for-work, cash and in-kind transfers														
	EF3: Land reform														
	EF4: Natural resource management														
	EF5: Ex-combatant reintegration														
Revenues and social services	RSS1: Public sector governance capacity building and reform														
	RSS2: Provision of public services														
	RSS3: Community-driven development and reconstruction														
	RSS4: Urban design for prevention of violence														

## Appendix B. Bibliography of included studies

Ager, A, Akesson, B, Stark, L, Flouri, E, Okot, B, McCollister, F and Boothby, N, 2011. The impact of the school-based Psychosocial Structured Activities (PSSA) programme on conflict-affected children in Northern Uganda. *Journal of Child Psychology and Psychiatry*, [e-journal] 52(11), pp.1,124–1,133. Available through: PubMed website [Accessed 06 February 2015].

Annan, J, Bundervoet, T, Seban, J and Costigan, J, 2013. *Urwaruka Rushasha: a randomized impact evaluation of village savings and loans associations and family-based interventions in Burundi*. Washington: IRC.

Annan, J, Murray, SM, Kaysen, D, Griffiths, S, Cetinoglu, T, Wachter, K, Murray, LK and Bolton, PA, 2014. Controlled trial of psychotherapy for Congolese survivors of sexual violence. *The New England Journal of Medicine*, 368, pp.2,182–2,191.

Arcand, J and Wouabe, ED, 2009. How effective are social programmes during conflicts? Evidence from the Angolan civil war. Draft Paper.

Attanasio, O, Pellerano, L and Phillips, D, 2009. *Peace and goodwill? Using an experimental game to analyse the Desarrollo y Paz initiative in Colombia*. London: ESRC.

Avdeenko, A and Gilligan, MJ, 2014. International interventions to build social capital: evidence from a field experiment in Sudan. Draft Paper.

Baldwin, K and Mvukiyehe, K, 2011. The effect of participatory processes for selecting leaders: evidence from changes to traditional institutions in Liberia. Draft Paper.

Barron, IG, Abdallah, G and Smith, P, 2009. *Community-based reintegration in Aceh: assessing the impacts of BRA-KDP*. Washington: The World Bank.

Barron, I, Abdallah, G and Smith, P, 2013. Randomized control trial of a CBT trauma recovery programme in Palestinian schools. *Journal of Loss and Trauma: International Perspectives on Stress & Coping*, 18(4), pp.306–321.

Bass, J, Neugembauer, R, Clougherty, KF, Verdelli, H, Wickramaratne, P, Ndogoni, L, Speelman, L, Weissman, M and Bolton, P, 2006. Group interpersonal psychotherapy for depression in rural Uganda: 6-month outcomes. *British Journal of Psychiatry*, [e-journal] 188, pp.567–573. Available through: PubMed website [Accessed 20 February 2015].

Beath, A, Christia, F and Enikolopov, R, 2012. *Winning hearts and minds through development? Evidence from a field experiment in Afghanistan*. Washington: The World Bank.

Beath, A, Christia, F and Enikolopov, R, 2013a. *Direct democracy and resource allocation: experimental evidence from Afghanistan*. Washington: The World Bank.

Beath, A, Christia, F and Enikolopov, R, 2013b. *Do elected councils improve governance? Experimental evidence on local institutions in Afghanistan*. Washington: The World Bank.

- Beath, A, Christia, F and Enikolopov, R, 2013c. Empowering women through development aid: evidence from a field experiment in Afghanistan. *Centre for Economic and Financial Research at New Economic School*, Working Paper No. 191.
- Beath, A, Christia, F and Enikolopov, R, 2013d. Randomized impact evaluation of Afghanistan's national solidarity programme: final report. Washington: The World Bank.
- Beath, A, Christia, F, Egorov, G and Enikolopov, R, 2014. Electoral rules and political selection: theory and evidence from a field experiment in Afghanistan. Cambridge: NBER.
- Biton, Y and Salomon, G, 2006. Peace in the eyes of Israeli and Palestinian youths: effects of collective narratives and peace education programme. *Journal of Peace Research*, [e-journal] 43(2), pp.167–180. Available through: SAGE website [Accessed 20 February 2015].
- Blattman, C and Annan, J, 2014. Can employment reduce lawlessness and rebellion? A field experiment with high-risk men in a fragile state. Working Paper. Available through: SSRN website [Accessed 09 February 2015].
- Blattman, C, Hartman, AC and Blair, RA, 2011. Can we teach peace and conflict resolution? Results from a randomized evaluation of the Community Empowerment Programme (CEP) in Liberia: a programme to build peace, human rights, and civic participation. Washington: IPA.
- Blattman, C, Hartman, AC and Blair, RA, 2014. How to promote order and property rights under weak rule of law? An experiment in changing dispute resolution behavior through community education. *American Political Science Review*, [e-journal] 108(1), pp.100–120. Available through: Cambridge Journals website [Accessed 09 February 2015].
- Blattman, C, Fiala, N and Martinez, S, 2013. Generating skilled self-employment in developing countries: experimental evidence from Uganda. *The Quarterly Journal of Economics*, [e-journal], 2013, pp.697–752. Available through: Oxford Journals website [Accessed 09 February 2015].
- Bolton, P, Bass, J, Betancourt, T, Speelman, L, Onyango, G, Clougherty, KF, Neugebauer, R, Murray, L and Verdelli, H, 2007. Interventions for depression symptoms among adolescent survivors of war and displacement in northern Uganda: a randomized controlled trial. *The Journal of the American Medical Association*, 298(5), pp.519–527.
- Casey, K, Glennerster, R and Miguel, E, 2012. Reshaping institutions: evidence on aid impacts using a pre-analysis plan. *The Quarterly Journal of Economics*, [e-journal] 2012, pp.1,755–1,812. Available through: Oxford Journals website [Accessed 06 February 2015].
- Catani, C, Kohiladevy, M, Ruf, M, Schauer, E, Elbert, T and Neuner, F, 2009. Treating children traumatized by war and tsunamis: a comparison between exposure therapy and meditation-relaxation in North-East Sri Lanka. *BMC Psychiatry*, 9(22), pp.1–11.
- Cerdá, M, Morenoff, JD, Hansen, BB, Tessari Hicks, KJ, Duque, LF, Restrepo, A and Diez-Roux, AV, 2012. Reducing violence by transforming neighborhoods: a natural experiment in Medellín, Colombia. *American Journal of Epidemiology*, [e-journal] 175(10), pp.1,045–1,053. Available through: Oxford Journals website [Accessed 06 February 2015].

Collier, P and Vicente, PC, 2014. Votes and violence: evidence from a field experiment in Nigeria. *The Economic Journal*, 124(February), pp.F327–F355.

Connolly, S and Sakai, C, 2011. Brief trauma intervention with Rwandan genocide-survivors using thought field therapy. *International Journal of Emergency Mental Health*, [e-journal] 13(3), pp.161–172. Available through: PubMed website [Accessed 20 February 2015].

Crost, B, Felter, J and Johnston, P, 2012. Aid under fire: development projects and civil conflict. Belfer Center for Social and International Affairs: Harvard Kennedy School. Discussion Paper No. 2010-18.

Crost, B, Felter, J and Johnston, PB, 2014. Conditional cash transfers, civil conflict and insurgent influence: experimental evidence from the Philippines. Sussex: HiCN.

Diab, M, Punamäki, R, Palosaari, E and Qouta, SR, 2014. Can psychosocial intervention improve peer and sibling relations among war-affected children? Impact and mediating analyses in a randomized controlled trial. *Social Development*, [e-journal] 23(2), pp.215–231. Available through: Wiley Online Library website [Accessed 06 February 2015].

Djimeu, EW, 2014. The impact of social action funds on child health in a conflict affected country: evidence from Angola. *Social Science Medicine*, [e-journal] Apr. 106, pp.35–42. Available through: PubMed website [Accessed 06 February 2015].

Dybdahl, R, 2001. Children and mothers in war: an outcome study of a psychosocial intervention programme. *Child Development*, [e-journal] 72(4), pp.1,214–1,230. Available through: Wiley Online Library website [Accessed 06 February 2015].

Ertl, V, Pfeiffer, A, Schauer, E, Elbert, T and Neuner, F, 2011. Community-implemented trauma therapy for former child soldiers in northern Uganda: a randomized controlled trial. *The Journal of the American medical Association*, 306(5), pp.503–512.

Fafchamps, M and Vicente, PC, 2013. Political violence and social networks: experimental evidence from a Nigerian election. *Journal of Development Economics*, [e-journal] 101, pp.27–48. Available through: ScienceDirect website [Accessed 06 February 2015].

Fearon, JD, Humphreys, M and Weinstein, JM, 2008. Community-driven reconstruction in Lofa County: IMPACT ASSESSMENT. New York: IRC.

Fearon, JD, Humphreys, M and Weinstein, JM, 2009. Can development aid contribute to social cohesion after civil war? Evidence from a field experiment in post-conflict Liberia. *American Economic Review: Papers & Proceedings*, 99(2), pp.287–291.

Fearon, JD, Humphreys, M and Weinstein, JM, 2011. Democratic institutions and collective action capacity: results from a field experiment in post-conflict Liberia. Working Paper. Available through: SSRN website [accessed 09 February 2015].

Fearon, JD, Humphreys, M and Weinstein, JM, 2013. Development assistance and collective action capacity: results from a field experiment in post-conflict Liberia. Working Paper.

Finkel, SE, Horowitz, J and Rojo-Mendoza, RT, 2012. Civic education and democratic backsliding in the wake of Kenya's post-2007 election violence. *The Journal of Politics*, [e-

journal] 74(1), pp.52–65. Available through: Cambridge Journals website [Accessed 06 February 2015].

Gilligan, MJ and Sergenti, EJ, 2008. Do UN interventions cause peace? Using matching to improve causal inference. *Quarterly Journal of Political Science*, [e-journal] 3(2), pp.89–122. Available through: NOW website [Accessed 20 February 2015].

Gilligan, MJ, Mvukiyehe, EN and Samii, C, 2012. Reintegrating rebels into civilian life: quasi-experimental evidence from Burundi. *The Journal of Conflict Resolution*, [e-journal] 57(4), pp.598–626. Available through: SAGE journals website [Accessed 06 February 2015].

Gordon, JS, Staples, JK, Blyta, A, Bytyqi, M and Wilson, AT, 2008. Treatment of posttraumatic stress disorder in postwar Kosovar adolescents using mind-body skills groups: a randomized controlled trial. *Journal of Clinical Psychiatry*, [e-journal] 69(9), pp.1,469–1,476. Available through: PubMed website [Accessed 20 February 2015].

Gupta, J, Falb, KL, Lehmann, H, Kpebo, D, Xuan, Z, Hossain, M, Zimmerman, C, Watts, C and Annan, J, 2013. Gender norms and economic empowerment intervention to reduce intimate partner violence against women in rural Côte d'Ivoire: a randomized controlled pilot study. *BMC International Health and Human Rights*, 13(46), pp.1–12.

Hidrobo, M, Hoddinott, J, Margolies, A, Moreira, V and Peterman, A, 2012. Impact evaluation of cash, food vouchers, and food transfers among Colombian refugees and poor Ecuadorians in Carchi and Sucumbíos: final report. Washington: IFPRI.

Hossain, M, Zimmerman, C, Kiss, L, Abramsky, T, Kone, D, Bakayoko-Topolska, M, Annan, J, Lehmann, H and Watts, C, 2014. Working with men to prevent intimate partner violence in a conflict-affected setting: a pilot cluster randomized controlled trial in rural Côte d'Ivoire. *BMC Public Health*, 14(339), pp.1–13.

Humphreys, M and Weinstein, JM, 2007. Demobilization and reintegration. *Journal of Conflict Resolution*, 51(4), pp.531–567.

Humphreys, M, Sanchez De La Sierra, R and Van Der Windt, P, 2014. Social and economic impacts of Tuungane: final report on the effects of a community-driven reconstruction programme in eastern Democratic Republic of Congo. Paris: OECD.

International Rescue Committee, [no date]. Getting down to business: Women's economic and social empowerment in Burundi. New York: IRC.

Iyengar, R, Monten, J and Hanson, M, 2011. Building peace: the impact of aid on the labor market for insurgents. *National Bureau of Economic Research, Working Paper No. 17297*.

Jordans, MJD, Tol, WA, Ndayisaba, A and Komproe, IH, 2013. A controlled evaluation of a brief parenting psychoeducational intervention in Burundi. *Social Psychiatry and Psychiatric Epidemiology*, 48, pp.1,851–1,859.

Jordans, MJD, Komproe, IH, Tol, WA, Kohrt, BA, Luitel, NP, Macy, RD and De Jong, JTVM, 2010. Evaluation of a classroom-based psychosocial intervention in conflict-affected Nepal: a cluster randomized controlled trial. *Journal of Child Psychology and Psychiatry*, [e-journal]

51(7), pp.818–826. Available through: Wiley Online Library website [Accessed 06 February 2015].

King, E, 2013. Can development interventions help post-conflict communities build social cohesion? The case of the Liberia Millennium Villages. Waterloo: CIGI.

Kondylis, F, 2008. Agricultural outputs and conflict displacement: evidence from a policy intervention in Rwanda. *Economic Development and Cultural Change*, [e-journal] 57(1), pp.31–66. Available through: JSTOR website [Accessed 20 February 2015].

Layne, CM, Saltzman, WR, Poppleton, L, Burlingame, GM, Pašilić, A, Duraković, E, Mušić, M, Čampara, N, Dapo, N, Arslanačić, B, Steinberg, AM and Pynoos, RS, 2008. Effectiveness of a school-based group psychotherapy programme for war-exposed adolescents: a randomized controlled trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, [e-journal] 47(9), pp.1,048–1,062. Available through: PubMed website [Accessed 09 February 2015].

Loughry, M, Ager, A, Flouri, E, Khamis, V, Afana, AH and Qouta, S, 2006. The impact of structured activities among Palestinian children in a time of conflict. *Journal of Child Psychology and Psychiatry*, [e-journal] 47(12), pp.1,211–1,218. Available through: PubMed website [Accessed 20 February 2015].

Mvukiyehe, E and Samii, C, 2009. Laying a foundation for peace? Micro-effects of peacekeeping in Côte d'Ivoire. Toronto: American Political Science Association.

Mvukiyehe, E and Samii, C, 2012. Does peacekeeping work from the bottom up? Negative evidence from Liberia. Draft Paper.

Mvukiyehe, E and Samii, C, 2013. Promoting democracy in fragile states: insights from a field experiment in Liberia. Working Paper.

Neuner, F, Schauer, M, Klaschik, C, Karunakara, U and Elbert, T, 2004. A comparison of narrative exposure therapy, supportive counseling, and psychoeducation for treating posttraumatic stress disorder in an African refugee settlement. *Journal of Consulting and Clinical Psychology*, [e-journal] 72(4), pp.579–587. Available through: APA PsycNet website [Accessed 09 February 2015].

Neuner, F, Onyut, PL, Ertl, V, Odenwald, M, Schauer, E and Elbert, T, 2008. Treatment of posttraumatic stress disorder by trained lay counselors in an African refugee settlement: a randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 76(4), pp.686–694.

O'Callaghan, P, McMullen, J, Shannon, C, Rafferty, H and Black, A, 2013. A randomized controlled trial of trauma-focused cognitive behavioral therapy for sexually exploited, war-affected Congolese girls. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52(4), pp.359–369.

Paluck, EL, 2009. Reducing intergroup prejudice and conflict using the media: a field experiment in Rwanda. *Journal of Personality and Social Psychology*, 96(3), pp.574–587.

Paluck, EL, 2010. Is it better not to talk? Group polarization, extended contact, and perspective taking in eastern Democratic Republic of Congo. *Personality and Social Psychology Bulletin*, [e-journal] 36(9), pp.1,170–1,185. Available through: SAGE website [Accessed 06 February 2015].

Paluck, EL and Green, DP, 2009. Deference, dissent, and dispute resolution: an experimental intervention using mass media to change norms and behavior in Rwanda. *American Political Science Review*, [e-journal] 103(4), pp.622–644. Available through: Cambridge Journals website [Accessed 06 February 2015].

Peltonen, K, Qouta, S, El Sarraj, E and Punamäki, R, 2012. Effectiveness of school-based intervention in enhancing mental health and social functioning among war-affected children. *Traumatology*, [e-journal] 18(4), pp.37–46. Available through: SAGE journals website [Accessed 09 February 2015].

Quota, SR, Palosaari, E, Diab, M and Punamäki, R, 2012. Intervention effectiveness among war-affected children: a cluster randomized controlled trial on improving mental health. *Journal of Traumatic Stress*, [e-journal] 25(3), pp.288–298. Available through: Wiley Online Library website [Accessed 09 February 2015].

Rao, V and Ibáñez, AM, 2005. The social impact of social funds in Jamaica: a 'Participatory Econometric' analysis of targeting, collective action, and participation in community-driven development. *The Journal of Development Studies*, [e-journal] 41(5), pp.788–838. Available through: IDEAS website [Accessed 20 February 2015].

Ruprah, IJ, 2008. An impact evaluation of a neighbourhood crime prevention programme: does safer commune make Chileans safer? Washington: IADB.

Samii, C, 2013. Perils or promise of ethnic integration? Evidence from a hard case in Burundi. *American Political Science Review*, [e-journal] 107(3), pp.558–573. Available through: Cambridge Journals website [Accessed 09 February 2015].

Schaal, S, Elbert, T and Neuner, F, 2009. Narrative exposure therapy versus interpersonal psychotherapy: a pilot randomized controlled trial with Rwandan genocide orphans. *Psychotherapy and Psychosomatics*, [e-journal] 78, pp.298–306. Available through: PubMed website [Accessed 09 February 2015].

Scholte, WF, Verduin, F, Kamperman, AM, Rutayisire, T, Zwinderman, AH and Stronks, K, 2011. The effect on mental health of a large scale psychosocial intervention for survivors of mass violence: a quasi-experimental study in Rwanda. *PLoS ONE*, 6(8), pp.1–8.

Sim, A, Annan, J, Puffer, E, Salhi, C and Betancourt, T, 2014. Building happy families: impact evaluation of a parenting and family skills intervention for migrant and displaced Burmese families in Thailand. New York: IRC.

Svensson, I and Brounéus, K, 2013. Dialogue and interethnic trust: a randomized field trial of 'sustained dialogue' in Ethiopia. *Journal of Peace Research*, [e-journal] 50(5), pp.563–575. Available through: SAGE journals website [Accessed 06 February 2015].

Thabet, AA, Vostanis, P and Karim, K, 2005. Group crisis intervention for children during ongoing war conflict. *European Child & Adolescent Psychiatry*, [e-journal] 14(5), 262-269. Available through: PubMed website [Accessed 06 February 2015].

Tol, WA, Komproe, IH, Susanty, D, Jordans, MJ, Macy, RD and De Jong, JT, 2008. School-based mental health intervention for children affected by political violence in Indonesia. A Cluster Randomized Trial. *The Journal of the American Medical Association*, 300(6), pp.655–662.

Tol, WA, Komproe, IH, Jordans, MJD, Vallipuram, A, Sipsma, H, Sivayokan, S, Macy, RD and De Jong, JTVM, 2012. Outcomes and moderators of a preventative school-based mental health intervention for children affected by war in Sri Lanka: a cluster randomized trial. *World Psychiatry*, [e-journal], 11(2), pp.114–122. Available through: PubMed website [Accessed 09 February 2015].

Tol, WA, Komproe, IH, Jordans, MJD, Ndayisaba, A, Ntamutumba, P, Sipsma, H, Smallegange, ES, Macy, RD and De Jong, JTVM, 2014. School-based mental health intervention for children in war-affected Burundi: a cluster randomized trial. *BMC Medicine*, 12(56), pp.1–12.

Yeomans, PD, Forman, EM, Herbert, JD and Yuen, E, 2010. A randomized trial of a reconciliation workshop with and without PTSD psychoeducation in Burundian sample. *Journal of Traumatic Stress*, 23(3), pp.305–312.

### **Impact evaluations ongoing**

#### *Posted*

Center for Effective Global Action, 2015. The influence of radios on political knowledge, civic participation, and social attitudes in Sierra Leone. Berkeley: CEGA.

Cilliers, J, Oeindrila, D and Siddiqi, B, (in preparation). Can the wounds of war be healed? Experimental evidence on reconciliation in Sierra Leone. Manuscript in preparation.

Ditlmann, R and Samii, C, 2014. Building youth motivation and capacity to address intergroup conflict: a randomized field experiment with PeacePlayers International. Concept note.

International Rescue Committee, 2012. Measuring impact: survivors' social, psychological and economic well-being. New York: IRC.

Mvukiyehe, E and Samii, C, 2012. Peace from the bottom up: peacebuilding & democracy promotion in Liberia. Demonstration Project: Endline Report. Working draft.

Paluck, EL, 2009. Entertainment, information, and discussion: experimenting with media techniques for civic education and engagement in southern Sudan. Memo.

Sandifur, J and Siddiqi, B, 2013, Delivering justice to the poor: theory and experimental evidence from Liberia. Draft working paper.

Sandifur, J, Siddiqi, B and Varvaloucas, A, 2013. The economics of due process: police monitoring versus legal aid in Sierra Leone. Working draft.

*Not Posted*

Annan, J, (ongoing). Evaluating the impact of cash transfers on women's empowerment and protection in acute emergencies. Ongoing project.

Annan, J, Blattman, C and Littman, R, (in preparation). Can employment reduce mental health symptoms after war? A randomized programme evaluation in Liberia. Manuscript in preparation.

Annan, J, Bundervoet, T, Seban, J and Costigan, J, (in preparation). The impact of a family skills intervention on parenting and children's mental health in Burundi: a randomized controlled trial. Manuscript in preparation.

Annan, J, Puffer, E, Sim, A, Sahli, C and Betancourt, T, (in preparation). The impact of a parenting and family skills training intervention on children's internalizing and externalizing behavior among Burmese migrant families in Thailand: a community-based randomized controlled trial. Manuscript in preparation.

Annan, J, Puffer, E, Sim, A, Sahli, C and Betancourt, T, (in preparation). The impact of a parenting and family skills training intervention on parenting among Burmese migrant families in Thailand: a community-based randomized controlled trial. Manuscript in preparation.

Bidwell, K, Casey, K and Glennerster, R, (ongoing). Impact of voter knowledge initiatives in Sierra Leone. Ongoing project.

Blair, RA, Karim, S and Morse, B, (ongoing). Field experiments to evaluate the effects of randomized police patrols on crime rates and perceptions of security and justice in Liberia. Ongoing field research.

Blair, RA, Beardsley, K, Gilligan, M and Karim, S (ongoing). Behavioral games to measure the effects of gender and ethnic balancing on discrimination, unit cohesion and competency within the Liberian National Police. Ongoing field research.

Blattman, C, Emeriau, M and Fiala, N, (ongoing). Does foreign aid buy domestic votes? Experimental evidence from a Ugandan employment programme. Work in progress.

Blattman, C, Green, E, Jamison, J and Lehmann, C, (ongoing). The spillover effects of humanitarian aid: experimental evidence from Ugandan villages. Work in progress.

Ditlmann, R and Samii, C, 2015. Group status and inclination to mitigate intergroup hostility: theory and evidence from Jewish and Arab-Palestinian youth in Israel. Submitted working paper.

King, E and Samii, C, 2015. Minorities and mistrust: on the adoption of ethnic recognition to manage conflict. Working paper.

Mvukiyehe, E, 2013a. Binding ties, broken ties and paradoxes of liberal democracy promotion in war-torn societies: evidence from a field experiment in rural Liberia. Draft working paper.

Mvukiyehe, E, 2013b. 'Dis Voting Ting,' 'Hot Seat,' 'Back to the Ballot Box,' and more: experimental evidence on UNMIL radio's electoral programmes and female political participation in rural Liberia. Draft working paper.

Mvukiyehe, E, 2013c. Who needs information (and what kind) to cooperate? Behavioral evidence from a field experiment in rural Liberia. Draft working paper.

Paluck, EL, Blair, G and Vexler, D, (in preparation). Entertaining, informing, and discussing: behavioral effects of a post-conflict radio intervention in Southern Sudan. Manuscript in preparation.

Williams, G, Obonyo, CA and Annan, J, 2001. Resilience in conflict: a community-based approach to psychosocial support in northern Uganda. Kampala: UNICEF.

### **Systematic reviews**

#### *Published*

Gillies, D, Taylor, F, Gray, C, O'Brien, L and D'Abrew, N, 2013. Psychological therapies for the treatment of post-traumatic stress disorder in children and adolescents (Review). *The Cochrane Library*, 12(2012), pp.1–110.

King, E, Samii, C and Snilstveit, B, 2010. Interventions to promote social cohesion in sub-Saharan Africa. *Journal of Development Effectiveness*, 2(3), pp.336–370.

Lloyd, E, Penn, H, Barreau, S, Burton, V, Davis, R, Potter, S and Sayeed, Z, 2005. How effective are measures taken to mitigate the impact of direct experience of armed conflict on the psychosocial and cognitive development of children aged 0–8? *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

Tyrer, RA and Fazel, M, 2014. School and community-based interventions for refugee and asylum seeking children: a systematic review. *PLOs ONE*, 9(2), pp.1–12.

#### *Protocols*

Gavine, A, MacGillivray, S and Williams, DJ, 2014. Protocol: universal community-based social development interventions for preventing community violence by young people 12 to 18 years of age. *Cochrane Database of Systematic Reviews*, 8(2014), pp.1–18.

Higginson, A, Mazarolle, L, Davis, J, Bedford L and Mengerson, K, 2013. The impact of policing interventions on violent crime in developing countries. 3ie Systematic Review Protocol SR3.1277.

Around 70 per cent of fragile states have seen conflict since 1989 and 30 per cent of official development assistance is spent in fragile and conflict-affected situations. The challenge is to make evidence-informed investments so that peacebuilding interventions can achieve positive impacts, even in situations where development indicators are worsening. This report presents a 3ie evidence gap map (EGM) for the impact evaluation of peacebuilding interventions. It describes the scope and methods for the EGM and the analysis of the information in the map.

The EGM reveals two intervention categories, community-driven reconstruction and psychosocial programmes for victims, with a large number of studies that are thus promising for evidence synthesis research. There is little to no evidence available for most of the other 23 categories, while five categories have no completed or ongoing studies.

### **What are evidence gap maps?**

3ie evidence gap maps (EGM) are thematic collections of information about studies that measure the effects of international development policies and programmes. The EGM presents a visual overview of existing and ongoing studies in a sector or sub-sector in terms of the types of programmes (or interventions) evaluated and the outcomes measured. The EGMs include hyperlinks to summaries of included studies.

### **Evidence Gap Map Series**

International Initiative for Impact Evaluation  
203-202, 2nd Floor, Rectangle One  
D-4, Saket District Center  
New Delhi – 110017  
India

3ie@3ieimpact.org  
Tel: +91 11 4989 4444



[www.3ieimpact.org](http://www.3ieimpact.org)