



University for Peace
Universidad para la Paz



The Team

Four-Country Final
Evaluation Report

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Abbreviations and Acronyms

CIV	= Côte d'Ivoire
CSO	= Civil Society Organization
DFID	= Department for International Development
DRC	= Democratic Republic of Congo
Logframe	= Logical Framework
MFA	= Media Focus on Africa
RTI	= Radiodiffusion Television Ivoirienne
SFCG	= Search for Common Ground
UPEACE	= University for Peace

Executive Summary

Over the past three years, Search for Common Ground (SFCG) embarked upon an ambitious endeavor to produce ten country- and culture-specific TV drama series- *The Team*- focused on the personal, social, political and cultural dynamics among football (soccer) team members, their coaches, their families and communities. “The central metaphor of *The Team* is that cooperation between citizens at all levels leads to better governance. The core metaphor is simple: if characters do not learn to play together, they will not score goals. Through the course of the series, characters will learn that cooperative behavior is essential both to winning at football and in life. Storylines feature footballers, families and friends, who overcome significant problems both on and off the football pitch to achieve shared goals. *The Team* features positive role models, promotes understanding and tolerance, and demonstrates that violent conflict is not inevitable and that peaceful solutions are possible.”¹ The project was funded by the Department of for International Development (DFID) of Great Britain, in addition to subsequent funding from different donors.

The University for Peace (UPEACE) was contracted to conduct evaluation of *The Team* in four countries: Kenya, Morocco, The Ivory Coast and Nepal. Later, due to delays with the production dates of the drama in Nepal, The Democratic Republic of Congo (DRC) was included instead. Over the past three years, the UPEACE evaluation team conducted baseline research and final evaluation missions in the four countries, in addition to a midterm evaluation in Kenya. UPEACE and SFCG teams prepared country-specific logical frameworks (Logframes) which were derived from the overall Logframe prepared for DFID.

In all four countries, the evaluation methodology used a pre (baseline) and post approach in order to comparatively measure changes which can be attributed to *The Team* and its outreach activities. Within each of the two stages, the evaluation team employed the following two evaluation research methods to measure the achievement of the project objectives: 1) a public citizen survey; 2) key informant interviews with government and civil society officials. At the evaluation stage, we employed two additional methods: 3) assessment of outreach activities; and, 4) cases of change and transformation due to the effect of *The Team*.

The results of the evaluation demonstrate that, within conducive conditions, *The Team* indeed succeeded in achieving its objectives as stated in the Logframe. The main objective of *The Team* as a project was to help citizens, officials and communities to positively change attitudes and knowledge related to how they work together for the common good. The project was clear from the beginning that it was not only about changing attitudes and knowledge, but to see such changes translated to actions geared towards good governance and improved rule of law. The evidence especially in Kenya and Ivory Coast proved that *The Team* succeeded in motivating citizens, CSOs, and

¹ Adapted from SFCG’s Inception Report.

government officials towards such action. The final evaluation reports especially for those two countries include some solid examples of such action change.

Perhaps it was not possible to prove such transformation at the level of actions using quantitative measures. But this is not a problem with *The Team* as much as it is a problem with the way donors and some evaluators believe to be the only way to prove success! The quantitative results in the reports have shown, when appropriate, the success of *The Team* in improving knowledge and attitudes of those who watched or listened to *The Team*. Such quantitative evidence was substantiated via comparative analyses with baseline data, and results for those who did not watch or listen to the drama. Yet, when assessing actions to improve good governance and rule of law, qualitative, in-depth, methods were more appropriate for assessing such transformations.

It is also evident that while the drama itself has succeeded in changing attitudes and knowledge positively, the action-related changes were possible usually via more intensive outreach activities. Mobile cinema screenings have proven to be effective tools for communicating with specific audiences, and to become the catalyst for effecting change in communities.

Following are overall recommendations to SFCG, followed by country-specific recommendations:

1. Explore means to continue with the production of *The Team* in the same countries and in more countries.
2. Conduct country/context analysis before introducing *The Team* with the purpose of assessing the suitability of the political and cultural context for *The Team*. As have been seen, in some parts of the world, such as North Africa, such conditions may hinder the implementation of *The Team* using the current design. A careful assessment and adjustments to the design must be used.
3. *The Team* outreach facilitators have become a cadre of motivated and committed group. Their potential to contribute continues beyond the production of *The Team*. Explore ways to keep them engaged.
4. Cases of positive transformation are abundant, but there does not seem to be a systemic process for capturing them. Develop the local capacity to systematically conduct case studies of such examples of transformation, and to document them in a way that would allow for wide distribution among the peacebuilding community worldwide.

Introduction and Plan of the Report

Over the past three years, Search for Common Ground (SFCG) embarked upon an ambitious endeavor to produce ten country- and culture-specific TV drama series- *The Team*- focused on the personal, social, political and cultural dynamics among football (soccer) team members, their coaches, their families and communities. “The central metaphor of *The Team* is that cooperation between citizens at all levels leads to better governance. The core metaphor is simple: if characters do not learn to play together, they will not score goals. Through the course of the series, characters will learn that cooperative behavior is essential both to winning at football and in life. Storylines feature footballers, families and friends, who overcome significant problems both on and off the football pitch to achieve shared goals. *The Team* features positive role models, promotes understanding and tolerance, and demonstrates that violent conflict is not inevitable and that peaceful solutions are possible.”² The project was funded by the Department of for International Development (DFID) of Great Britain, in addition to subsequent funding from different donors.

The University for Peace (UPEACE) was contracted to conduct evaluation of *The Team* in four countries: Kenya, Morocco, The Ivory Coast and Nepal. Later, due to delays with the production dates of the drama in Nepal, The Democratic Republic of Congo (DRC) was included instead. Over the past three years, the UPEACE evaluation team conducted baseline research and final evaluation missions in the four countries, in addition to a midterm evaluation in Kenya. UPEACE and SFCG teams prepared country-specific logical frameworks (Logframes) which were derived from the overall Logframe prepared for DFID. UPEACE produced reports for each evaluation mission, with the last two related to the Ivory Coast and DRC submitted I March 2012.

This report summarizes the main findings and lessons learned from the four evaluation missions. It is divided into the following sections:

- a. Overview of the Project Goals and Themes according to the Logframe
- b. The Evaluation Methodology
- c. Reach of *The Team* in the Four Countries
- d. Resonance and Message Absorption
- e. Stories of Actions Triggered by the Team
- f. Summary and Recommendations

² Adapted from SFCG’s Inception Report.

a. Overview of the Project Goals and Objectives according to the Logframe

The overall premise of *The Team* is to that “The engagement and actions of citizens with one another and with officials on issues concerning governance, contribute to making both citizens and governments more capable, accountable and responsive to one another in order that democratic processes progress.” Accordingly, the Logframes for each country emphasized that the drama and its outreach activities would focus on changing the knowledge and attitudes of the audience so that they would engage actively with each other, communities, civil society organizations (CSO) and the government on issues of governance in the broad sense of the term. The key ambition of *The Team* was that it was not content with simply changing the knowledge and attitude of citizens and officials about themes addressed in the drama; *The Team* aimed at *triggering positive actions* within citizens, communities and officials.

With this overall premise in mind, and the determination to effect change at the level of action among citizens, communities and officials, *The Team* was produced to offer realistic models of positive action on themes of significance in different countries. The main themes of the drama across the four countries concentrated on the following:

1. Citizen participation
2. Ethnicity and tribalism
3. Gender equality
4. Treatment of children
5. Sexual exploitation and rape
6. HIV/AIDS and STDs
7. Elections and voting
8. Truth and reconciliation
9. Sexual exploitation
10. Corruption in access to state services
11. Police brutality and impunity
12. Land conflict management
13. Media responsibility\
14. Peaceful resolution of conflicts
15. Respect for human rights
16. Rights of disenfranchised groups

The drama was then tailored to focus on specific themes which were of importance in each country. For example, land disputes were emphasized in the Ivory Coast; issues related to class differentiation were emphasized in Morocco; tribalism was emphasized in Kenya, and abuse of children due to claims of witch-crafting was emphasized in DRC. Based on the unique themes in each country, and within the wider framework of improving participation in governance (in the wider sense which encompasses various levels of community and individual interaction, in addition to the typical aspects of governance which relate to the state functions), specific outcomes were developed. For example in Kenya, one focus of the drama, and the evaluation measures as well, was on how citizens can coexist peacefully across tribal lines; in Morocco, one focus was on understanding the conditions of illegal immigrants from Sub-Sahara Africa.

The process of producing *The Team* in each of the four countries varied based on different factors. One was whether SFCG had an office in the country. This was the case in all countries except for Kenya. As a result, in Kenya the administrative and management tasks were folded with the partner production company Media Focus on

Africa. In DRC and Ivory Coast SFCG relied on consultant or hired production staff to produce the drama. In Morocco, SFGC's office contracted with a production company to produce the drama.

In all countries, the cast consisted of some known actors and actresses, especially those who played roles of older individuals such as the coaches and parents. Young cast who played the roles of the football team players consisted mainly of amateur young actors and actresses. The purpose was to present *The Team* members as "the neighbor next door" in order to increase the level of familiarity with the characters among the audience. This last approach appeared to work very well as the characters appeared to be real and relevant to communities.

In Kenya, three seasons were produced; two were produced in the Ivory Coast and DRC, with one more planned in the Ivory Coast; In Morocco, one season was produced. The number of episodes averaged 12-15 for each season, except in Morocco where the one season included 26 episodes, and in DRC where the second season included seven episodes.

Putting the drama on the air seemed to be a challenge in all countries. The timing of putting a show on the air depended on many factors beyond the control of SFCG, and at times such decisions were highly political- sometimes to the advantage of *The Team* as when the government asked to re-run *The Team* once the post-election crisis settled down, and sometimes to the disadvantage of *The Team* as in Morocco when the state-controlled TV station decided in haste to put the show on the air at a time when another popular show was aired. The challenges and delays of airing the show affected the timing of the evaluation effort. However, the UPEACE and SFCG team managed to coordinate their efforts to respond to these unforeseen changes to the schedule.

In addition to airing the drama on TV and on radio stations (in some countries), SFCG embarked upon a wide outreach campaign. The outreach campaigns included mainly methods:

1. Mobile Cinema Screenings. These activities opened a space for the audience to interact via trained facilitators, and sometimes with the actors and actresses on issues and themes raised in the drama. This approach proved to be very effective in moving the audience to action according to *The Team* messages.
2. Social Media. In all countries websites, Facebook, SMS (including quizzes as in DRC) were used to open a space for discussion and interaction among the audience. This approach's effectiveness seemed to vary widely from country to country. In Kenya, the website and Facebook were active in the first year. But due to staff changes, the follow up and interest of the audience dwindled. In Morocco, the Facebook and website campaign never gained momentum despite the sincere efforts of the SFCG staff. The Quiz-SMS campaign in DRC seems to be successful so far.

The evaluation team observed the following regarding the process of producing *The Team* and its outreach activities:

1. The country context can influence the production and efficiency of *The Team*, and the evaluation effort. As was observed in previous evaluation efforts of SFCG efforts in Egypt, and as was observed with *The Team* evaluation in Morocco, the political culture in North Africa in general is not susceptible to a production such as *The Team*, or to standard evaluation research efforts such as public surveys on sensitive political and social matters. First, the Arab world has an abundance of TV drama production. Competing in that market has different standards than those expected in Sub-Saharan Africa. Second, conducting evaluation research in North Africa is a risky business due to the closed suspicious political culture regarding foreign-conducted projects.
2. The commitment and enthusiasm of *The Team* cast and outreach facilitators have been impressive across all countries.

b. The Evaluation Methodology

In all four countries, the evaluation methodology used a pre (baseline) and post approach in order to comparatively measure changes which can be attributed to *The Team* and its outreach activities. Within each of the two stages, the evaluation team employed the following two evaluation research methods to measure the achievement of the project objectives: 1) a public citizen survey; 2) key informant interviews with government and civil society officials. At the evaluation stage, we employed two additional methods: 3) assessment of outreach activities; and, 4) cases of change and transformation due to the effect of *The Team*.

1. **Public Survey:** The public surveys were designed to measure the knowledge, attitude and behavior of a cross-section of the each country on the themes listed above. Within each location, a cross-section of citizens based on employment, educational level and gender was identified in coordination with the SFCG office. In order to maintain a level of continuity with the baseline data, the final evaluation survey used the same sampling techniques in the same geographical areas, and with the same cross-sections of the society. In order to remain within the budgetary and human resource availability, the sampling relied on collecting data from 400 citizens across 10-12 sectors. This allowed having at least 30 citizens from each sector, which is an accepted figure for conducting statistical analysis. The chart below shows an example of the sampling achieved with the final evaluation in the Ivory Coast:

	<i>Abidjan</i>	<i>Abengourou</i>	<i>Sassandra</i>	<i>Tabou</i>	<i>Bouaké</i>	<i>Man</i>	<i>Korhogo</i>	<i>Total</i>
<i>Students</i>	20	0	15	10	0	10	10	65
<i>Government</i>	0	0	10	10	10	10	10	50
<i>Housewife</i>	5	15	10	10	10	0	0	50
<i>Business</i>	29	0	0	0	10	0	10	49
<i>Professional</i>	24	10	0	0	10	10	0	54
<i>Merchant</i>	0	0	15	10	5	10	10	50
<i>Unemployed</i>	20	15	0	0	0	0	0	35
<i>Farmer</i>	0	10	0	10	5	10	10	45
TOTAL	98	50	50	50	50	50	50	398

2. In all four countries at the final evaluation stage, the evaluators conducted a comparative research between citizens based on *The Team* “Dosage” they were exposed to. In other words, a comparison was conducted between:
 - a. Those who watched or listened to all episodes;
 - b. Those who watched or listened to most episodes;
 - c. Those who watched or listened to some episodes;
 - d. Those who watched or listened to a small number of episodes; and,
 - e. Those who did not know, watch or listen to the drama.

f. Baseline survey respondents

Statistical comparative tests, such as ANOVA, Chi Square, and T-Test were used to determine if there were statistically significant differences between those groups.

3. **Key Informant Interviews:** In order to assess the views of government and civil society on the effectiveness of *The Team*, the researchers conducted two interviews in each of the research locations: one with a government official and one with a civil society professional. The researchers were instructed to identify such officials from organizations and agencies whose work relate to the themes of *The Team*. This included officials working on human rights issues, police force, and education. The interviews were primarily qualitative in nature, and focused on how *The Team* may have influenced their work in line with the objectives laid out in the logical framework
4. **Outreach Activities:** When possible, the evaluators observed outreach activities (as in Kenya), and in others they reviewed reports prepared by facilitators and conducted interviews and focus groups with mobile cinema screenings. For websites, Facebook and SMS, the evaluators conducted content analysis to determine the patterns of responses and messages provided by the audience.
5. **Cases of Change and Transformation:** while it is difficult to assess actual behavioral change quantitatively, a case study approach was used to collect as much information, in depth, about proven cases of positive action change and transformation due to *The Team* and its activities. The four final reports, especially in Kenya and the Ivory Coast include such cases, albeit somewhat not in depth in the case of the Ivory Coast.

Limitations of the Research Methodology

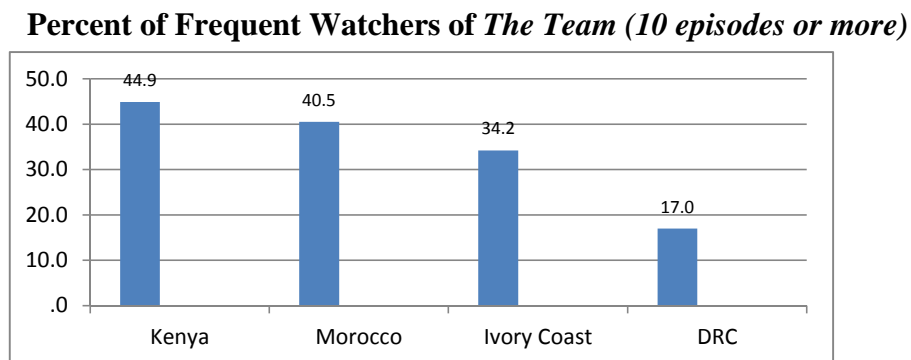
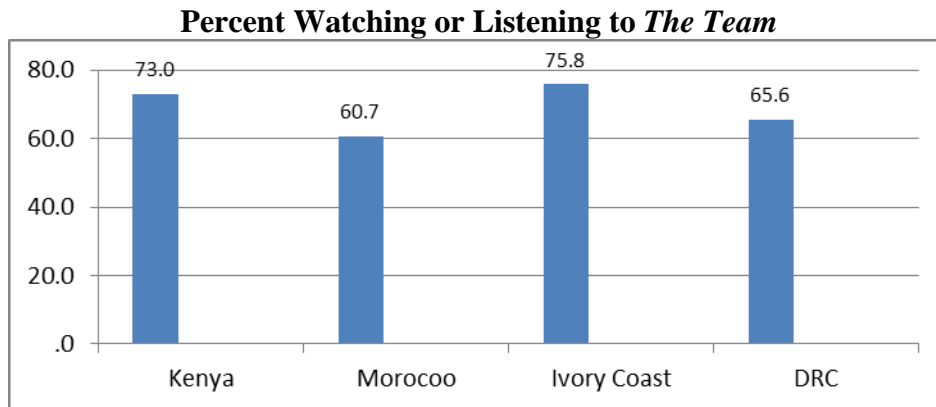
Given the budgetary and consequent human resources capacity allocated for the evaluation, the choice of quota sampling poses limitations about the ability to generalize the research results. On the other hand, the sampling method used in all four countries ensured that segments of the society which could have easily been overlooked in a traditional random sampling process were included. This included, for example, unemployed persons, police and military personnel.

Another limitation related to the relatively long duration of the project which extended to approximately two years. With activities, especially outreach in communities, conducted over that period, it was difficult to allocate ongoing evaluation resources to capture more of the information related to their effectiveness. Such information were typically collected later with the final evaluation effort in each of the four countries.

c. Findings

c.1. Reach of The Team in the Four Countries

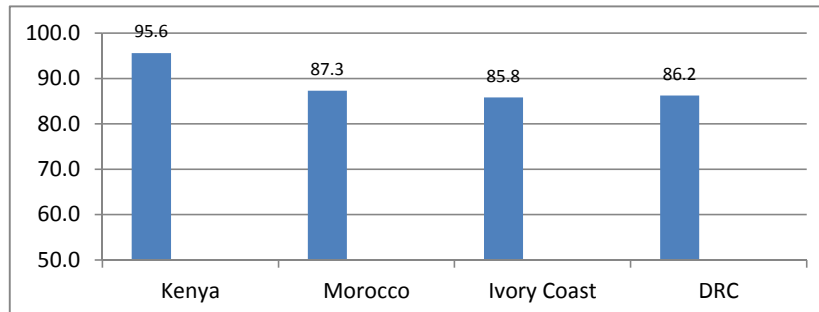
The surveys asked respondents a series of questions aimed at assessing their frequency of watching TV, and their level of following *The Team*. The chart below shows that at least 60% of those surveyed reported that they watch or listened to *The Team*. The following chart shows that only in DRC the percentage of those who watched with a relative high frequency dropped to 17%, while more than 40% of viewers in Kenya and Morocco watched the drama frequently and 34.2 reported the same in Ivory Coast.



In terms of the effectiveness of the drama in presenting the themes, more than 95% of Kenyan viewers and listeners rated it as “effective” or “very effective”. Not too far from that impressive figure, more than 85% of viewers in the three other countries rated *The Team* as “effective” or “very effective” in presenting its messages. The consistency of these figures demonstrates that the drama indeed succeeded in reaching its audience with its message. This was further confirmed from the anecdotal comments that respondents provided in the survey to explain how the drama succeeded in reaching them. Further, the relative higher percentage of viewers in Kenya who reported such success does not come as a surprise given the impressive contribution of *The Team* in that country, and the

proven success as evident from the quantitative and qualitative data explained in the Kenya final report.

Effectiveness of the Drama in Presenting the Themes
(Percent answering “Effective” or “Very Effective”)



Quality of The Team’s Effectiveness:

The qualitative data gathered with the surveys, and in focus groups with those who attended outreach activities, shed light on the main themes associated with the effectiveness of *The Team*. **For example, in Kenya**, when asked about the themes that *The Team* covered, the final survey results showed a remarkable increase in the frequency of mentioning “conflict resolution” and “peace” among the major themes. These quantitative results were further elaborated in respondents’ comments expressing positive aspects and impacts of *The Team*’s programming. The reasons provided by respondents for such positive impressions can be categorized into six different groupings, as shown below, supported by comments made in the survey.

The Team’s Assessment in Handling the Issues	Quotations
1. The Team covering various daily life issues & identifying problems	<p>“The Team addresses issues affecting different ethnic groups. It gathers people from different tribes whereby they hear different issues.”</p> <p>“The Team has made me reason and relate to others in the society in a rightful manner.”</p> <p>“It has enabled us to fight corruption.”</p> <p>“They addressed the unemployment,”</p>
2. The Team ’s Refusal of tribalism	<p>“Because they are trying hard to finish tribalism”</p> <p>“Breaking off tribalism and live like brothers and sisters”</p> <p>“The Team is bringing different tribes together to achieve same goal”</p> <p>“It makes people to forget about their tribe and live together as a brothers and sisters (family)”</p>
3. The Team emphasizing on the necessity of communication, cooperation and refusal of violence.	<p>“Assisted us to team work and appreciate other people’s culture thus avoiding things like stereotyping.”</p> <p>“We are given chance to exchange our ideas, also share our views through our experience.”</p> <p>“Brings different people on focal dialogue point to watch locally”</p> <p>“People should not fight.”</p> <p>“Issues of conflict resolution mostly are solvable by dialogue which</p>

<i>The Team's</i> Assessment in Handling the Issues	Quotations
	is even applicable in real life" "Youths in the country comes together for intertribal dialogue" "it encourages intermarriage"
4. <i>The Team</i> providing solutions	"They role play what the ideal situation should be." "they show the importance of role of youth" "It emphasizes to every person to be on front line to keep peace, love and to interact freely to everyone everywhere" "by the end of the episode they always find the solutions to their problems"
5. <i>The Team</i> redeeming self-esteem through exploring talents, developing skills and providing civic education	" <i>The Team</i> is trying to come up with new ideas on how the youth should live in society despite at what happens." " <i>The Team</i> has enlightened the public of gender equality" "They have been able to change people's mentalities"
6. <i>The Team's</i> ability to convey its message	"they have used good actors who can deliver the message" "they use simple language" "They explain through acting"

In addition, and related to the previous point, respondents were asked to mention actions that they or others have taken as a result of their exposure to ***The Team***. The table below includes the types of actions they mentioned at the government, civil society and personal levels:

Actions for Addressing the Problems	Quotations
1. The government's approach has become more serious and fair	"I think the government has done much like in distributing resources equally to each constituent." "Through creating games eg. Football and other projects that has brought different tribes together." "The government has come up with the initiative of kozi kwa Vijana which has brought them together." "The government is now working with the communities" "Yes, the government helps to promote peace by encouraging the people to love one another, it has also promoted transparency and accountability by judging those who are corrupt" "the new constitution emphasizes the bill of rights of every person regardless of tribe, race, religion, social status"
2. Civil society engagement and efforts towards unity, cohesion and Peace building	"Organizations have involved in peace building activities eg. Drama club, football team, they organize clean up's." "engaging peace building ..." "To maintain peace" "Training of the youth in capa city building, initiating of development project." "There are organizations like KACC than deals with cases of corruption, there peace forum groups that try to teach people about peace" "CBO's have trained youth how to handle rape cases, the government has promoted peace among people through football tournament i civil society through capacity building work shape to encourage people and addressed issues of gender violence"

Actions for Addressing the Problems	Quotations
	“civil societies have come up with strategies for peace advocacy”
3. Personal engagement in outreach and raising awareness efforts	<p>“I have managed to influence the minds of other youths to change their much of electing the leaders not on the basis of where they came from or what they will do but what they have done.”</p> <p>“I have individually formed an outreach group that goes to empower students in high school. It gives motivational talks and teaches students of emerging issues and leadership.”</p> <p>“Education on rape and cultural issues in schools, walk for peace on international day of peace.”</p> <p>“We have participated on the National peace building”</p>

Similarly, in the Ivory Coast, The interviewees explained their answers to the question “to what point did the themes raised in *The Team* effect you,” in four main categories. The majority of the answers replied by affirming the ability of the show to get the message across and engage the audience. One interviewee registered: “We find ourselves in the themes brought up.” Nevertheless, the second mostly reiterated answer was that the series were unclear and without the necessary depth in approach. In this regard one respondent answered by saying that “sometimes they don’t show all the dimensions”. Furthermore, another respondent answered: “We are not able to understand the movie.” Apart from this characteristic dichotomy in the answers, the two other mainly stressed replies were ‘the importance of the themes discussed’, and the ‘well acting or accurate representation’. For instance, one respondent registered her answer in the following words: “The actors are very convincing. The themes are so contemporary that it is almost identical to reality.” Moreover, an interviewee said: “The themes dealt with are very important and reflect our daily lives.”

In DR Congo, responding to the question about the main theme of *L’Equipe* was, the answers were clustered in three topics. The most common reply was ‘Social and health issues’. For instance, one respondent registered “popular justice, mistreating children, rape.” Many respondents mentioned HIV-AIDS as an example of the health issues that the TV series raised. One respondent answered “HIV-AIDS and rape.” ‘Corruption and politics’ was another topic that was referred as the main theme of *L’Equipe* by the respondents. One interviewee answered: “Tribalism, corruption and elections.” Another respondent said: “corruption and justice, election and tribalism.” The least reiterated answer in this respect was that the TV series was about ‘Gender’. One respondent registered her answer by writing “elections, rape, and gender.” Another respondent said: “sexual harassment, gender, sexual violence.” It is striking that all the categories mentioned included ‘elections’ in all answers.

The interviewees explained their answers to the question “to what point did the themes raised in *L’Equipe* effect you”, in four main categories. The majority of the answers mentioned “Education” as a reason why they were engaged and interested in the show. One interviewee registered that “It is effective because it educates the children.” The second mostly reiterated answer was that the themes of the series were interesting and important. Furthermore, one respondent answered: “The themes discussed raised very

important messages.” Similarly, another respondent said: “The themes discussed give us guidance.” On a similar note one respondent answered: “Very interesting themes.” Several respondents said: “Very effective because it teaches us how to live and behave” The other mainly stressed reply was that the series were influential and the acting was impressive. For instance, one respondent registered her/his answer using the following words: “All the actors play their roles very well”. Finally, the last common reply was that the series were too Idealistic and inapplicable in everyday life. Some said “It is not applicable in everyday life.” One went even further by claiming that the TV series had “no Impact” on reality. That last opinion was rare among respondent.

Finally, in Morocco, respondents, overall, stated that the show offered practical solutions and ways to deal with these issues through the positive examples and role models set in the show. at the same time, some criticized technical aspects of the show such as the script, the unrealistic solutions, and how the show at the beginning was exciting but then became boring. Following are some of their comments:

- “The example of Samir and the difficulties he faced while searching for a job has touched me deeply.”
- “The strong family ties within Samir’s family, made me want to be more cooperative and positive with my own family”.
- “Through this show i was able to see the daily struggles of certain individuals in my community especially the marginalized groups which changed the way i interact with them.”
- “This show helped me to believe that people from different backgrounds can come together to accomplish one common goal.”
- “This show was an eye opener for me; through it I became willing to become involved in community work. ”
- “The show affected me psychologically and socially as its message was loud and clear through the various characters from different backgrounds.”
- “This show has succeeded in motivating us and giving us an optimistic outlook for our future by showing us that it’s possible to defy the odds we meet in our lives.”
- “The idea of the show could have worked if these topics were handled intensely not in such superficial way.”

The information gathered from evaluation focus groups and interviews with SFCG staff and outreach facilitators showed that in terms of the drama’s approach to the theme categories:

- The drama managed to tackle people’s problems in a realistic way and succeeded in portraying youth’s struggles. The issues addressed in the drama were crucial and significant to the Moroccan society. Focus group responses were consistent in praising the drama for portraying important issues in the Moroccan society.
- The drama succeeded in presenting role models, and behavioral patterns which were positive and constructive.
- Most focus group participants stated that the handling of the issues was realistic and timely.

- A few were concerned that at times the language and set up for certain issues departed somewhat from the Moroccan reality.
- Most of focus group participants weren't satisfied by the tendency of the drama to leave issues open-ended; they were looking for direct and realistic solutions.
- The Following are examples the participants mentioned regarding the effects of the drama on them:
 - The drama helped them to me more aware regarding certain issues.
 - The drama revived some values, such as taking initiative to help the community, which were fading away in the society.
 - The drama succeeded in reminding the participants of the sufferings of the marginalized groups and gave them the chance to observe their conditions closer.

c.2. Resonance and Message Absorption

This section includes the overall summaries of the accomplishments of *The Team* in each of the four countries, and includes examples of the quantitative results collected through public surveys in order to address specific Logframe objectives and indicators. This will be followed by a section on stories of actions triggered by *The Team* in each of the four countries.

a. Kenya

A great success! Since it started, *The Team* in Kenya touched the hearts and minds of many, helped them to see issues of grave concern to them with constructive lenses, with the aim of effecting change on individual and institutional levels. In the process, *The Team* inspired openness, dialogue and engagement with one another to heal old wounds, and to build peaceful communities. *The Team*, by design, and thanks to its outreach activities, motivated individuals, groups and organizations to translate their inspiration by *The Team* into action on the ground. They took it on themselves to start up activities and projects aimed at re-building trust among their fellow Kenyans, channeling youth's energy in positive directions, and sustaining healthy dialogue on issues raised in *The Team*, and which resonate very much with their realities.

The main question that such evaluation is developed to answer is: To what extent can *The Team* take credit for much of the positive changes discussed in this final evaluation report? How can we establish with certainty that *The Team* caused, or contributed to, such constructive attitudinal and behavioral changes? There are several aspects to this question, and its response, based on actual data.

First, the Logframe design and evaluation plan had to be coordinated in ways that allowed for measuring the causal or contribution link between achieving the Logframe objectives and indicators, and the actual activities and processes of *The Team*. This was reflected in the design of several evaluation methods which were tailored around the Logframe objectives and indicators. The Logframe for this project was action-oriented; it was not content with only knowledge and attitude changes. This orientation dictated that the evaluation process seeks such actions and their link to *The Team*. For example, the case study approach which was to identify specific cases of action and transformation, specifically searched for a direct answer to the question of how much *The Team* contributed to such actions. It was not enough for the evaluators to detect cases of positive actions by citizens and organizations. The deeper investigation with all case studies was related to the degree to which *The Team* contributed to initiating and shaping such actions. As has been seen with the final evaluation and also at the midterm stage, especially the outreach activities led often to the proliferation of citizen, community and organizational actions. Youth formed football teams across tribal lines, following *The Team's* model; schools introduced *The Team* facilitation model into their extracurricular activities; the 7th of August Memorial Park incorporated *The Team* model into its educational activities; community members formed reconciliation teams to help displaced citizens return back home.

In all these cases, direct links were established between *The Team* as a TV drama, its outreach activities, especially mobile cinema screenings, and the actual actions on the ground. Main objectives in the Logframe aimed at making “citizens become more effective at engaging constructively on governance issues at local level through increased knowledge and skills of collaborative problem solving,” and to see “strengthened capacity of partner CSOs to address governance issues in innovative ways.” The case studies discussed in this final evaluation report and in the midterm evaluation demonstrate that *The Team* succeeded in achieving such objectives due to its inspiring, relevant and constructive messages and processes.

Second, the public survey was developed to measure specific changes to citizens’ awareness, knowledge and attitudes on issues specified in the Logframe. The challenge was to develop the survey in ways that would allow for measuring with confidence the extent to which *The Team* actually contributed to specific changes. Two approaches were used to determine whether *The Team* contributed to such changes. First, the survey included specific questions which measured certain indicators developed in the Logframe, and directly asked participants if changes to these indicators were attributed to *The Team* drama or its activities. This was possible only with the final survey after survey participants had a chance to receive a sufficient dosage of *The Team*. The second approach was based on isolating the survey results for those who watched *The Team* regularly, and compare them to responses from the baseline and midterm surveys.

Both approaches produced outstanding results confirming, with statistical significance, that *The Team* indeed contributed to positive changes in respondents’ awareness, knowledge and attitude changes. The consistent significant differences between those who watched the drama regularly and those who did not on most statements such as “I worked with people from other tribes on community issues,” “I made positive changes to the way I deal with other citizens,” “I made requests to local officials for services,” “I can solve inter-tribal problems more efficiently,” and “I am familiar with my rights as a citizen” proved this point. This was especially validated as those who watched the drama clearly rated the change and attributed them to *The Team*.

Further, there were highly consistent results for the comparisons between those who reported at the final survey that they watched the drama regularly, and all respondents from previous surveys, on the following Logframe indicators:

- Respondent’s ability to cooperate with other citizens, civil society and government on issues addressed in *The Team*
- Respondent’s ability to solve problems around issues addressed in *The Team*
- Respondent’s understanding of human rights regarding issues addressed in *The Team*
- Respondent’s ability to claim rights with respect to issues addressed in *The Team*

For each of these indicators, the regular viewers of *The Team* significantly demonstrated more positive attitudes compared to respondents from earlier surveys, and compared to those who did not watch the drama at all or watched irregularly. The consistent statistical

significant differences, always in favor of those who watched the drama regularly, provide a powerful evidence that the effect of *The Team* on such attitudes is real. In this regard, it is important to mention that these same statistical tests showed that while the attitude about “responsiveness of government officials relating to issues addressed in *The Team*” has also changed positively in the final survey, that change seemed to cut across all groups of viewers and non-viewers of *The Team*. This means that there is no clear evidence that *The Team* contributed to such positive change in citizens’ attitudes about government’s responsiveness. The results here suggest that the views of citizens about government’s responsiveness have improved, but there is no clear attribution to *The Team* from this research’s standpoint.

Examples of Quantitative Results in Kenya:

In order to measure the impact of *The Team* regarding specific expected outcomes as specified in the Logframe, the final survey included 13 statements related to certain types of perceptions or actions. Examples of these statements included: “I worked with people from other tribes on community issues;” “I have seen positive changes in the way citizens from different social classes communicate with each other.”

In order to measure the causal or contribution effect of *The Team* on such outcomes, the survey made a distinction between those who watched or listened to the drama and those who did not. For those who watched or listened to the drama, the survey specifically asked respondents about the extent to which *The Team* made their respective perceptions or actions worse, the same or better over the past year. The same was asked of those who did not watch or listen to the drama, without referring to the possible effect of the drama. Those questions may be categorized as follows:

1. Statements related to individual perception of changes to citizens:

“I have seen positive changes in the way citizens from different tribes communicate with each other.”

“I have seen positive changes in the way citizens from different social classes communicate with each other.”

2. Statements related to individual action changes:

“I worked with people from other tribes on community issues.”

“I made positive changes to the way I deal with other citizens.”

“I made requests to local officials for services.”

“I can solve inter-tribal problems more efficiently.”

“I am familiar with my rights as a citizen.”

3. Statements related to individual perception of government officials’ responsiveness:

“I think that the government deals with vigilante/militia groups responsibly.”

“I think that government officials respond to cases of rape.”

“I think that government officials respond to cases of police impunity.”

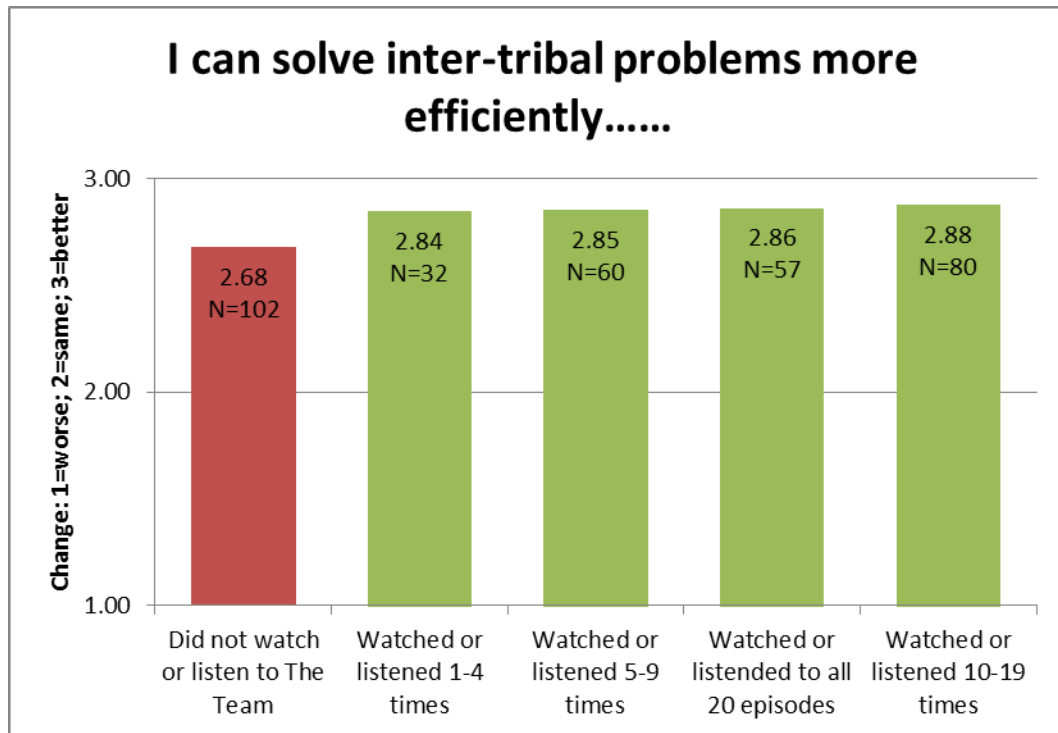
4. Statements related to individual perception of local officials' responsiveness:

“I think that local officials respect my rights as a citizen.”

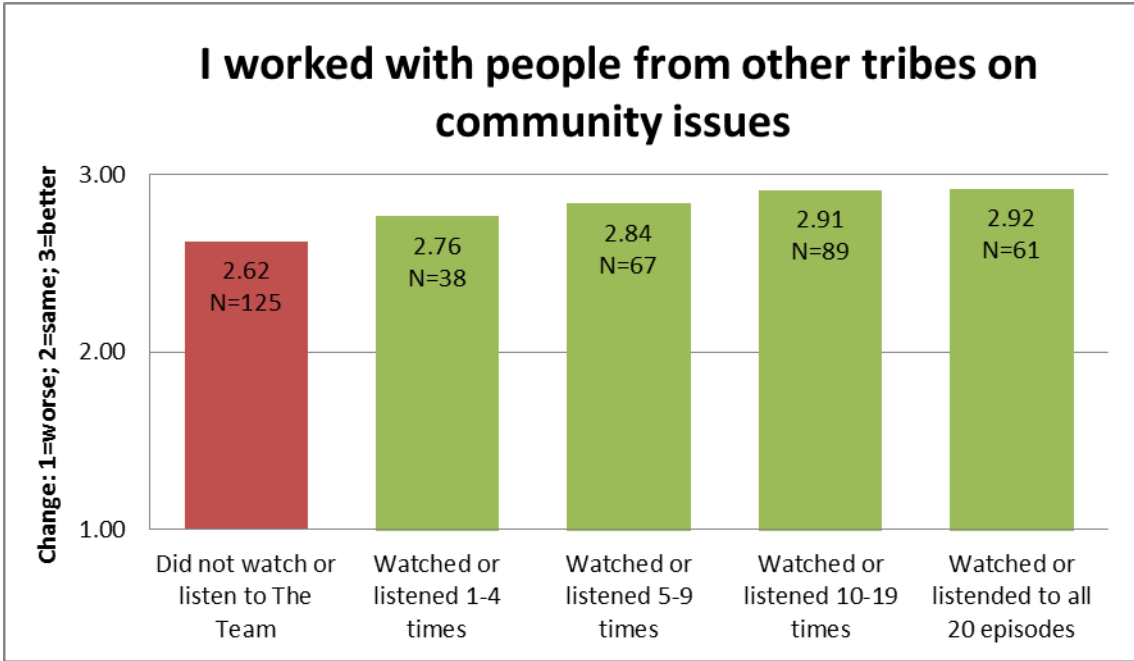
“I think my local officials respect the rule of law.”

“I think that local officials respond better to citizen requests.”

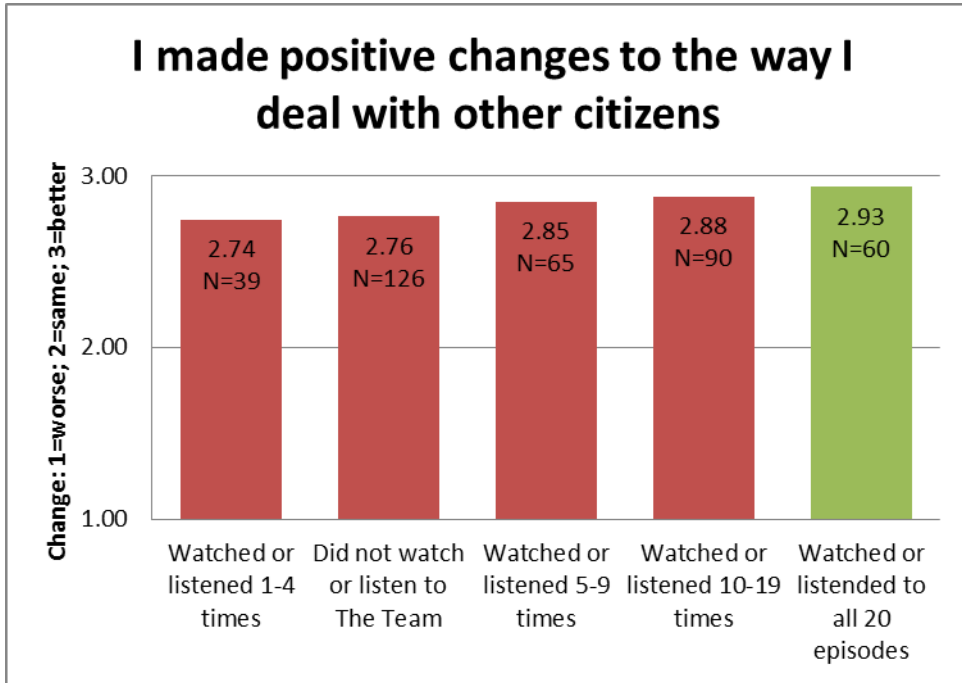
A comparative analysis between those who did not watch or listen to the drama, and those who did with varied levels showed that with the exception of the category related to government officials' responsiveness, those who watched or listened to the drama more regularly were significantly more likely to report positive changes. The charts below include examples of these significant comparisons:



Varied colors represent statistically significant differences between groups

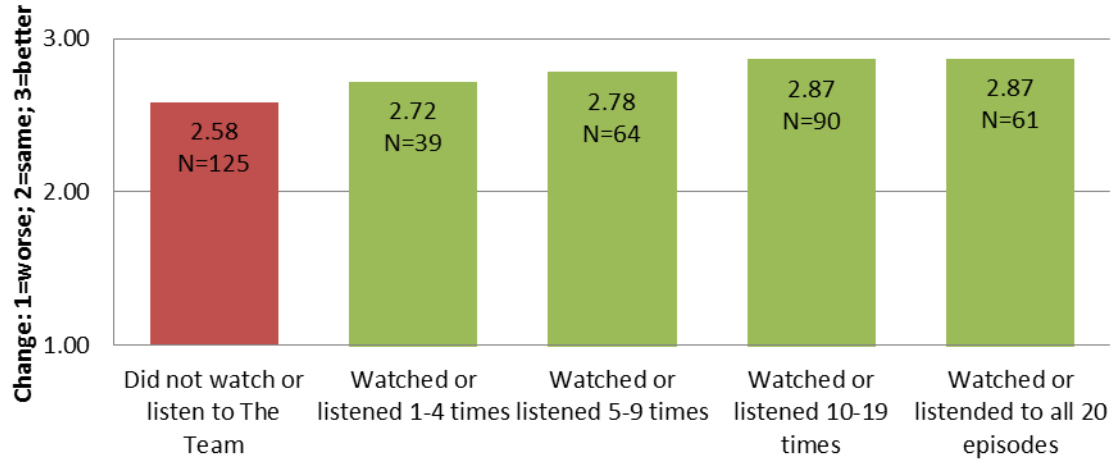


Varied colors represent statistically significant differences between groups



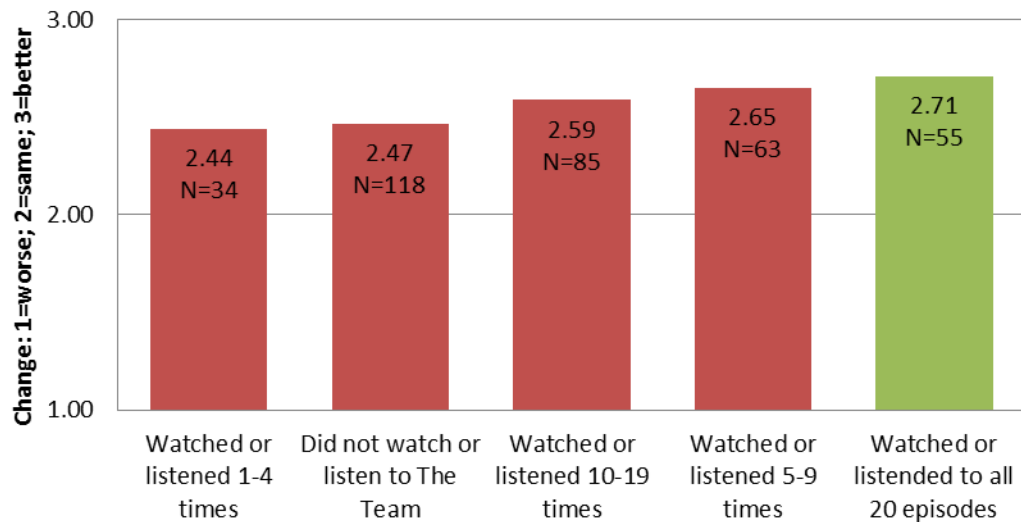
Varied colors represent statistically significant differences between groups

I have seen positive changes in the way citizens from different tribes communicate with each other

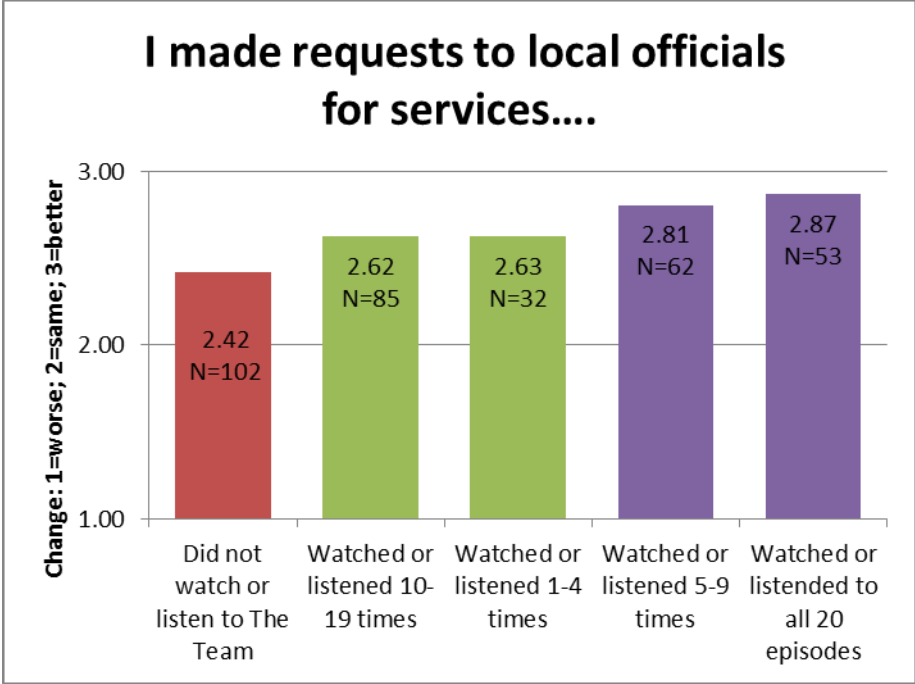


Varied colors represent statistically significant differences between groups

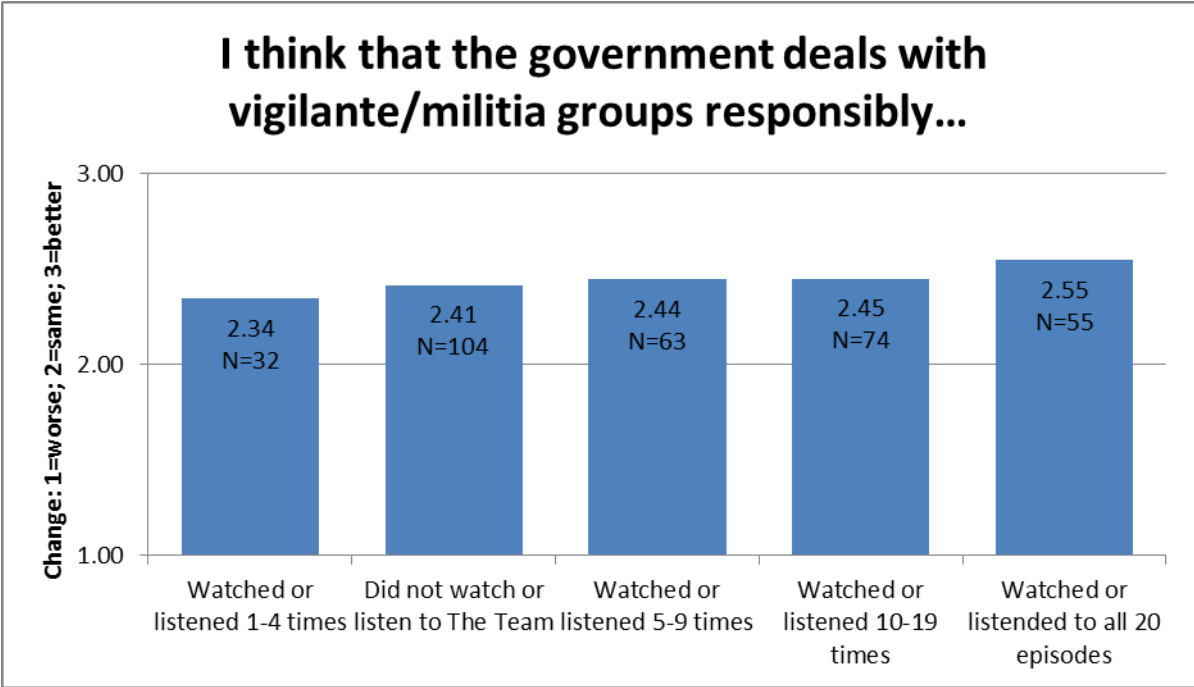
I think that local officials respect my rights as a citizen....



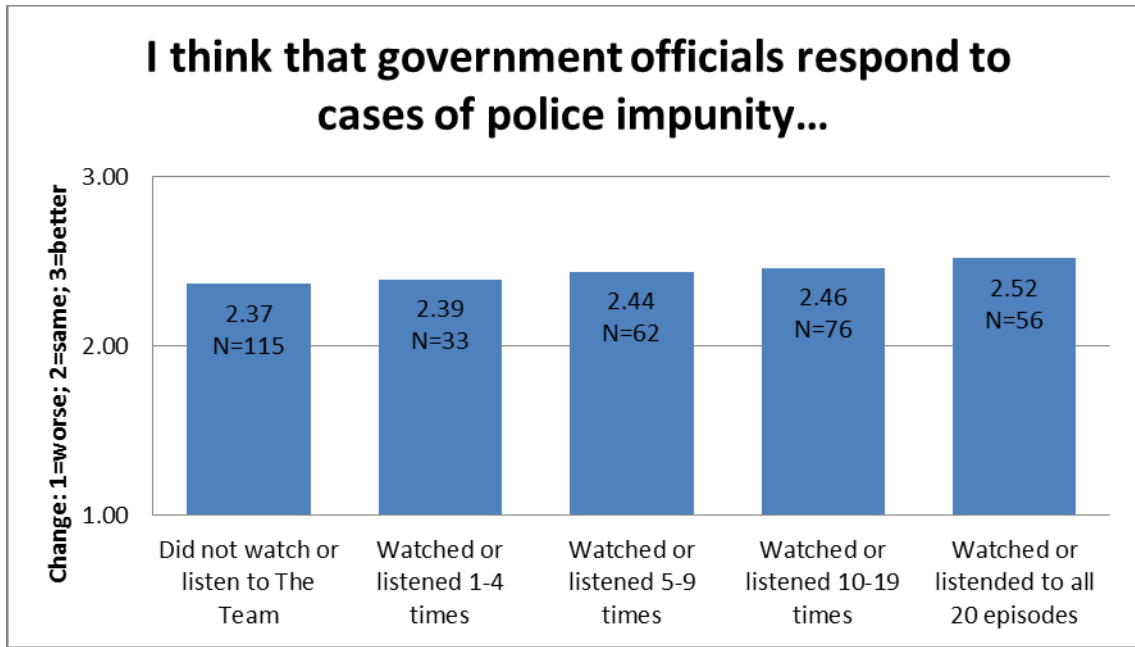
Varied colors represent statistically significant differences between groups



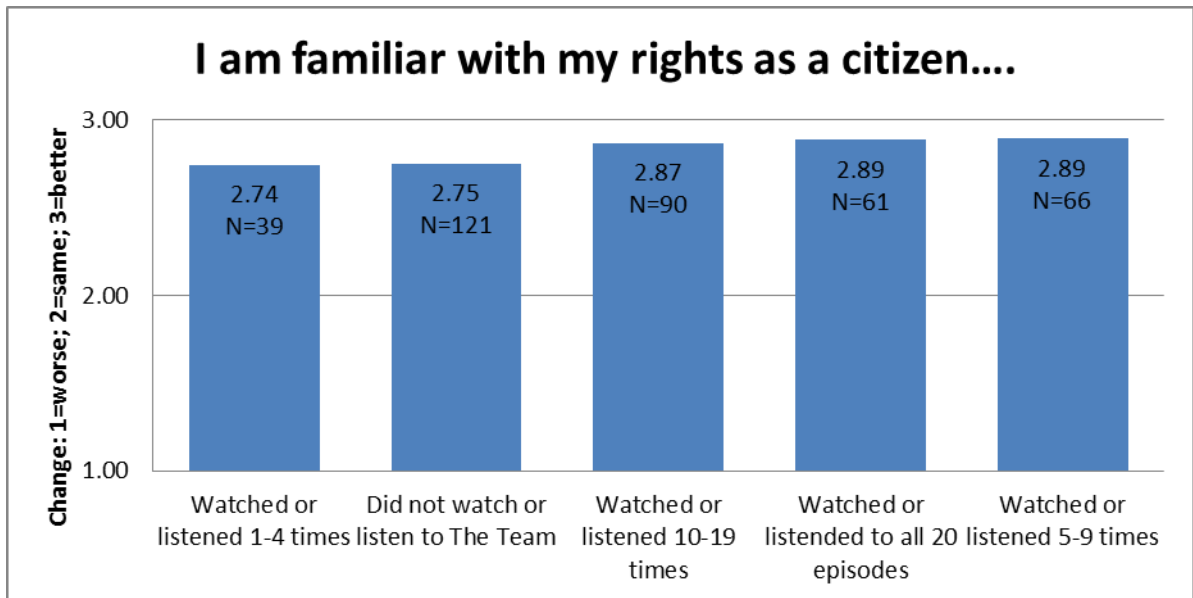
Varied colors represent statistically significant differences between groups



Same colors indicate no statistical significant differences



Same colors indicate no statistical significant differences



Same colors indicate no statistical significant differences

The results above illustrated that a strong relationship existed between increased rates of watching or listening to **The Team**, and positive changes to individual actions, perceptions of citizens actions perception of local officials. Perceptions of government officials' responses to specific issues such as vigilante groups and police impunity were not different based on frequency of watching or listening to the drama. As will be illustrated later with more data in this report, while "Dosage" did not affect perception of government officials' responsiveness, there was an overall improvement in how survey respondents (not only those with high dosage of **The Team**) viewed that responsiveness positively.

Moreover, not only did those who watched the drama or listened to it regularly change more positively; they clearly related that to *The Team*. This was evident from the fact that the survey specifically asked those who watched or listened to the drama “Over the last year, because of the contribution of *The Team*.” how such issues may have changed.

In order to examine further the extent of the causal or contribution effect of *The Team*, a regression analysis was conducted to determine such cause/contribution effect of the Dosage of exposure to *The Team* and other demographic variables such as age, gender, education, and location. ***The regression analysis consistently showed Dosage as a statistically significant ($p < .05$) predictor of positive change on all 13 statements, except those related to government’s responsiveness.*** Of all the other demographic variables, only gender as well was a significant predictor for one statement: “I worked with people from other tribes on community issues,” and location was a significant predictor for the statement: “I can solve inter-tribal problems more efficiently.” Appendix 4 includes the results of the regression analysis.

Finally, the demographic comparisons showed that younger respondents and those from Naivasha (especially compared to respondents from Kibera) were more likely to report more positive changes. This seems to be related to the effectiveness of certain interventions in Naivasha, and continued challenges in Kibera. No major or consistent differences existed based on gender or profession.

b. Morocco

The Team-Morocco is a successful drama which managed to address key issues in the society, and provide an outlet for citizens to engage with such issues, and explore meaningful ways to face them. This is a novel experience in Moroccan TV drama, and obviously it is making its mark. The major successes of the drama relate to:

- Introducing real life issues that touch all Moroccans
- Framing the issues within the football theme made the issue relevant to most segments of the society
- Combining the effort of airing the drama with an outreach campaign which opened the space for dialogue and interaction
- Inspiring youth to take initiative and action to address issues raised in the drama

At the same time, it appears that *The Team-Morocco* did not have the best conditions when it was aired. First, there was a strong competition from a popular program (The White Thread). Second, most people were under the impression that it was aired only on land TV and not on Satellite, and therefore had no access to the show. Third, the advertising campaign by the TV station was limited in order to be consistent with their practices. All these factors, in addition perhaps to being on air near the final examination time, reduced the reach of the drama to a wider audience. This perhaps explains the low traffic on the website and on the Facebook page. Additional technical issues seemed also to hamper the flow and continuity of watching the show, such as the commercial breaks between the two episodes.

However, based on this evaluation, both qualitatively and quantitatively, it is obvious that the show presented important issues which not only interested the audience, but also inspired some to take steps to address some of these issues. The drama provided role models and challenged practices and traditions which hamper the development of youth across class and gender divides.

Three main groups of respondents seemed to present the most consistent positive changes as a result of the drama or its associated outreach activities: Younger youth age 13-19; those who watched the drama more regularly, and those from Marrakech. They all seemed to have been influenced by the show more strongly, and seemed to come out motivated to tackle traditions which get in their way, and to enhance their collaborative approaches and their abilities to resolve conflicts related to themes addressed in the drama.

The limitations set on selecting the survey sample makes it difficult to determine with confidence if changes seen with the survey results are related to the drama (except when direct questions were asked). However, if the drama has influenced the patterns seen with the survey results, this may suggest that youth, those who watched the drama regularly, and those from Marrakech have been influenced by the ideas and approaches in the drama. Such influence brought them to the realization of how serious some of those issues are. At such time, it is important to continue to follow up either with a new season, a re-run and/or a continuation of outreach activities in order to support their reflections and directions.

Examples of Quantitative Results in Morocco:

The survey design combined Logframes' indicators with drama themes by asking quantitatively about the extent that respondents conducted one of the actions measured by the Logframe indicators (for example, collaboration with government or civil society) in relation to relevant themes of the drama (for example, alleviating poverty). In this section on social and economic issues, the survey included three sets of questions: 1) collaboration with other citizens, government and civil society on themes such as alleviating social and economic class divides, poverty, unemployment, and working on social projects; 2) ability to resolve conflicts in relation to the same themes; and, 3) efforts of citizens and the respondent her/himself to address issues of class divide. Each of the three sets of questions represented one of the objectives and relevant indicators from the Logframe.

The responses in the chart below show that respondents, on average, answered at about the mid-point of the scale from 1-5, indicating that they collaborated to some extent on these themes. These scores remained similar at the evaluation stage without significant changes.

Demographic analyses showed an interesting finding which became a trend in this survey: respondents from the younger age group (13-19 years old) compared to older ones scored significantly higher at the evaluation stage about "collaborating to alleviate

poverty.” The younger group’s mean score at the evaluation stage was 3.26 compared to 2.80 for the older group.

In terms of gender, male respondents’ score regarding collaborating to alleviate poverty dropped significantly from 3.31 at the baseline stage to 2.91 at the evaluation stage. By contrast, women’s response to the statement about collaborating on social project increased significantly from 2.29 at the baseline stage to 2.74 at the evaluation stage. However, women’s score for ability to resolve conflict around alleviating conflict dropped significantly from 3.39 at the baseline stage to 2.98 at the evaluation stage.

When comparing results for respondents based on the level of viewing the drama, those who reported watching most or all episodes scored significantly higher on the theme of collaborating to overcome social and economic class divides compared to those who reported that they did not watch the drama (mean scores of 3.21 vs. 2.68).

In terms of changes from baseline to evaluation stages by the cities where the survey was conducted, the score for the statement about collaborating to overcome unemployment and its effects dropped significantly in Casablanca from 3.12 to 2.38. Ability to resolve conflicts for the same statement also dropped in Casablanca from 2.92 to 2.41. In addition, also in Casablanca, the score for the ability to resolve conflicts related to overcoming social and economic class divides dropped from 3.43 to 2.88. However, in Marrakech the scores for respondents’ ability to collaborate on contributing to social projects increased significantly from 2.57 to 3.29. The same positive change occurred in Marrakech for the statements related to resolve conflicts to alleviate poverty and to contribute to social projects (2.67 vs 3.27; and 2.88 vs 3.55, respectively).

On a scale of 1-5 with 1= not at all, and 5= very much, to what extent do you, as a citizen, collaborate with other citizens, government and civil society on the following issues?	Baseline Mean	Evaluation Mean for Those Who Watched the Drama Regularly
1. Overcoming social and economic class divides	2.94	3.06
2. Alleviate poverty	3.19	2.96
3. Unemployment and its effects	2.93	2.77
4. Contribution to social projects	2.45	2.73

When asked about their assessment of their ability to resolve conflicts related to the same themes mentioned above, respondents scored similarly on both baseline and evaluation surveys, with scores hovering around the mid-point. One significant difference between baseline respondents, and those who watched the show at the evaluation stage related to their ability to resolve conflicts associated with alleviating poverty. The difference showed that such ability went down among those who watched the drama and responded to the evaluation survey (please see yellow-shaded scores in the chart below). At the same time, younger respondents age 13-19 increased significantly their score regarding

ability to resolve conflicts around unemployment and its effects from 2.59 at the baseline stage to 3.15 at the evaluation stage.

On a scale of 1-5 with 1=very negative and 5=very positive, how do you assess your ability to resolve conflicts you may face in dealing with the following issues?	Baseline Mean	Evaluation Mean for Those Who Watched the Drama Regularly
1. Overcoming social and economic class divides	3.19	3.09
2. Alleviate poverty	3.36	3.01
3. Unemployment and its effects	2.79	2.93
4. Contribution to social projects	2.88	2.86

In addition to the two sets of questions explained above, two more questions addressed respondents' assessment of the efforts of citizens, and of respondents themselves, to address social and economic divides. Responses to the two questions showed that at the baseline survey citizens' efforts received an average score (on a scale of 1 =not at all, and 5-always) of 3.10, while individual effort received a similar average score of 3.34. Both scores went down slightly in the evaluation to 2.92 and 3.10 respectively.

In terms of changes within the three cities where the baseline and evaluation research were conducted, the scores of the respondents from Casablanca dropped significantly for the statement about what respondents themselves do to address social and economic divides from 3.68 to 3.10. These results perhaps suggest that the drama succeeded in highlighting the magnitude of issues associated with the socio-economic divides, and in the process increased a realization that not enough is being done to address these issues.

The quantitative results for this theme supported the findings from focus groups and interviews regarding a sense that not enough is being done to address social and economic issues. Further, the ability of citizens to collaborate on these issues seemed limited. Only younger respondents seemed to have improved their scores on some of the items within this theme; this perhaps suggests, as will be seen further, that the drama has been most effective with the younger group.

The results above showed that the vast majority of Moroccan are aware of the main social and economic issues in their society such as unemployment, poverty and class divides. They are also aware of their negative effects and their relation to wider issues of corruption and abuse of power. Some, especially in Casablanca, recognize the efforts made by the government and civil society, but most continue to believe that they are not enough.

Most respondents in focus groups and surveys praised the drama for portraying issues related to these topics in a realistic manner. Some also suggested that the drama influenced them positively by giving them role models for how to deal with such issues.

Quantitatively, the results show that while no major overall effect was detected at the evaluation stage, positive effects seemed to exist for younger respondents, while effects in Casablanca seemed not to go in the desired direction.

In terms of Logframes, the following objectives from the DFID document relate to this theme:

Citizens have increased skills and knowledge of collaborative problem solving, thereby becoming more effective at engaging constructively on governance issues at a local level.

Enhanced awareness and attitudes of viewers of The Team about the possibilities and responsibilities regarding social and economic class divisions and tensions

c. Ivory Coast

The evaluation of *l'Equipe* in the Ivory Coast was far from being conducted in normal situations. The airing of the first season took place shortly before the post-election crisis started, leading to a bloody civil war. That violent crisis disrupted the flow of the drama, and introduced a confounding variable which made it impossible to assess the effectiveness of the drama as it was aired prior to the crisis. In addition, when the violent elements of the crisis settled down, the drama was put again on the air, at the request of the authorities. But the audience watching the drama post the crisis was not the same with whom a baseline research was conducted. They have been traumatized and hurt by the crisis; they would view the drama not from the vantage point of 2009, but with lenses marred by the crisis of 2010-11.

The negative effects of the crisis did not spare the offices and staff of SFCG. Their offices were looted, and the records of their outreach efforts prior to the crisis were lost. New outreach efforts started after the crisis in connection with airing the drama, but with hardly any concrete information on its implementation or achievements. Staffing changes as a result of these events also seemed to cause a break in the flow of information related to *l'Equipe*.

As such, the final evaluation was prepared in a way which recognized the end of the crisis as a new point of departure, while maintaining as much as possible from the baseline research which was still relevant. The final evaluation maintained questions related to identity and approaches to conflict resolution, and introduced new ones related to citizen, civil society and government collaboration. The final evaluation also maintained to a great extent the same sample design.

The results of this final evaluation must be seen with the utmost caution. The confounding circumstances did not allow for *l'Equipe* to be conducted within conducive conditions. It is not surprising under such circumstances that some of the expected results did not seem to materialize, at least when measured quantitatively. At the same time, despite such conditions it was remarkable that the officials responsible for the national TV were the ones to ask SFCG to put the drama on the air after the crisis,

because they have become aware of its peacemaking and peacebuilding potential. In addition, those who watched the drama regularly have shown quantitatively that they have increased their tendency towards peaceful negotiation and seeking direct communication and solutions with conflict parties.

In addition, the anecdotal results from interviews and focus groups showed that the drama indeed effected change at the level of actions by citizens, government and civil society. These positive results should encourage SFCG staff in the Ivory Coast to use this evaluation, and other lessons learned, to prepare for a new third season which would meet Ivoirians where they are in 2012, not where they were in 2009.

Examples of Quantitative Results in the Ivory Coast:

The public survey included three questions related to tribalism, xenophobia, and religious tolerance. Addressing the wider issue of identity in the context of assessing tribalism, xenophobia, and religious tolerance was important as an underlying theme of *L’Equipe* was to increase a sense of affiliation based on other identity factors such as profession, gender and nationality. The chart below shows the responses when survey participants were asked “To what extent do the following factors influence your sense of identity? (scale of 1-4 with 1=Not at all, and 4=A lot):

	Baseline N=407	Did not watch N=161	Watched a few episodes N=154	Watched some episodes N=62	Watched most or all episodes N=22
1. Ethnicity	1.65	1.69	1.55	2.08	2.044
2. Religion	1.76	1.59	1.51	1.91	1.71
3. Profession	1.77	1.39	1.31	1.62	1.36
4. Gender	1.63	1.36	1.24	1.45	1.57
5. Educational Status	1.88	1.62	1.58	1.81	1.41
6. Socio-economic status	1.99	1.78	1.67	1.70	1.76
7. Nationality	1.64	1.55	1.44	2.21	1.86
8. Region	1.63	1.56	1.38	2.13	1.90

- Different colors indicate statistically significant differences based on watching the drama

The results in the chart above show that identification with ethnicity, nationality and region as important elements of identity increased among those who watched the drama more frequently, while such identification decreased regarding profession and educational status. This perhaps highlights that the drama helped viewers to realize the significance of ethnicity, nationality in defining their identity. It could also be the civil war that brought these identities to the fore. While this may appear on the surface to be a concern, it may actually be a sign of becoming more self-aware of the significance of such factors, which would better prepare citizens to learn how to deal constructively with them.

The demographic comparisons revealed that students, as opposed to other occupations/status, reported less tendency, compared to baseline results, to identify with any of these identity elements. Older respondents were more likely, compared to the youngest group of respondents, to identify with ethnicity, religion and nationality. Respondents from Bouake were more likely to identify with ethnicity and religion, while

respondents from Sassandra were more likely to identify with profession and gender as elements of their identity. This suggests, perhaps, that responses were based on effects of civil war.

Another set of questions related to tribalism and xenophobia focused on how to deal with conflicts involving individuals from other ethnic or tribal groups. The results below show that, compared to baseline data, those who watched the drama regularly had more tendency towards mobilizing their own group against the person, going to court, and also seeking solutions directly with the other party (on a scale of 1-4, with 1=never, and 4=always). Respondents from Tabou were more likely to resort to “beat the person,” while respondents from Bouake were likely to mobilize their own groups. The oldest group of respondents was more likely to resort to traditional methods compared to the age group 30-39 years old.

Since the end of the crisis, if you get in a conflict with someone from a different ethnic group, how do you deal with the person?	Baseline N=407	Did not watch N=161	Watched a few episodes N=154	Watched some episodes N=62	Watched most or all episodes N=22
1. Beat the person	1.14	1.06	1.16	1.05	1.00
2. Mobilize my ethnic/tribal/religious/political group against the person	1.12	1.14	1.04	1.29	1.23
3. Go to court	1.74	1.79	1.81	2.23	1.59
4. Seek a solution directly with the other party	3.45	3.49	3.43	3.40	3.82
5. Seek traditional methods to manage the conflict	2.67	2.17	2.40	2.55	2.36

- Different colors indicate statistically significant differences based on watching the drama

Qualitatively, interviewees responded to the following question: “After the broadcast of The Team and following the post- election crisis, how do you see the people of other ethnic, religious and political groups?” in four main answers. The most common answer was ‘as Human Beings’. For instance, some respondents wrote: “I regard others as brothers.” The second most common answer was positive as well, but without any special view. Some respondents registered their answers in the following way: “No particular view.” Others replied by writing: “Positive”. Many other respondents said: “No negative view”. The third most common answer was negative. Many interviewees regarded the people of other ethnic, religious and political groups as ‘others’. One respondent, for example, wrote poignantly: “I hear everyone except the animals (they have done a lot of harm to me).” In the fourth category we find many interviewees regarding people of other ethnic, religious and political groups as ‘equal citizens’.

The results for this category suggest that the tense ethnic/tribal/xenophobia/religious relations in the Ivory Coast are perhaps back to square one due to the crisis and the fresh memories of the violence. The strong re-identification with ethnicity, nationality and region, in addition to the strong presence of non-conciliatory approaches to conflict with others, all indicate that *l’Equipe* in its third season must find new and updated approaches to addressing these issues. The current approaches which existed with seasons 1 and 2, and which were produced before the crisis, may not be as useful after the horrific

tragedies of the post-election crisis. At the same time, the positive result related to improved attitude about seeking a solution directly with the other suggests that the drama has succeeded with those who watched it regularly in effecting positive change.

The results for this subsection related to indicator 3.1 of the Logframe: “% of viewers interviewed and/or outreach participants who demonstrate a desire to improve ethnic and local relations, linked to viewing *L’Equipe* and participation in outreach activities.” Based on the results, and given what the country has gone through, the result regarding improved attitude among those who watched the drama often to “seek solutions directly with the other” brings hope that a continued uninterrupted showing of the drama, especially if supported by outreach activities, may have a wide effect. The qualitative results also suggest that to some extent respondents are changing their views positively about the others.

d. DRC

L’Equipe in the DRC has succeeded indeed in transforming the attitudes and actions of citizens. The results of this final evaluation have shown, quantitatively more than qualitatively, that the TV drama influenced the views and attitudes of many. This became evident via comparative analyses of the results for those who watched the drama, those who did not watch, and those who responded at the baseline stage.

For all research categories, including knowledge, attitudes, actions related to governance, communication and the role of media, the data strongly suggests that *L’Equipe* viewers were positively different from the rest. These effects were particularly obvious when issues related to women and children. Yet, positive changes regarding the public role of citizens were also proven.

The data suggests that exposure to *L’Equipe* was a strong predictor of positive change regarding the themes specified in the Logframe. At the same time, higher exposure or dosage of watching the drama did not always correspond to improved attitudes and actions. This trend in the data, for some categories and not others, suggest that the positive effects of *L’Equipe* are perhaps more correlational than causal. In others words, there may be other factors which have been influencing the audience, and also influencing those who have not been exposed to the drama. This explains why in some instances the results for those who watched the drama, and those who did not, were significant compared to the results of those who responded to the baseline survey, but not between them.

It is remarkable to observe in this report the types of changes that the audience has expressed regarding their ability to offer advice to victims of human rights violations, especially women and children. It is also remarkable that no women or unemployed individuals who watched the drama expressed that they would not know how to participate in the democratic process. This is an example of the positive changes observed since the baseline research.

The research also showed that the results for Bukavu respondents regarding knowledge and attitudes were more positive than those of Kinshasa respondents. Yet, in the final category of questions related to citizens' actions within the democratic process, the respondents from Kinshasa demonstrated highly positive attitudes, and propensity to actively involve with their communities.

Examples of Quantitative Results in DRC:

This last category of questions relates to the involvement of citizens with the government and civil society in the governance affairs of their communities. Three sets of questions were used here. One assesses respondents' views on government's response to specific issues related to human rights violations and corruption. The second set addresses respondents' approaches to make their voice heard in the decision making process. The last set of questions addresses the ways in which citizens engage with democratic processes.

The first set of questions assessed respondents' views on how the government responds to the following situations. The responses were scaled from 1-3, with 1=very appropriate, 2=somewhat appropriate, and 3=inappropriate. So a higher score in this case indicates less satisfaction with government's responses. The scores presented below are the average scores on the scale of 1-3

	Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138
1. When a woman is denied to speak	2.09	2.47	2.55
2. When children are treated badly by their parents	2.22	2.56	2.64
3. When an authority accepts corruption (bribes)	2.37	2.56	2.75
4. When a policeman beats a thief	2.40	2.57	2.56
5. When someone is chosen instead of me, because of his tribal group	2.55	2.60	2.73

- Different colors indicate statistically significant differences based on watching the drama

The responses shown above indicate that those who watched the drama had significantly higher scores for the first four items compared to those who responded at the baseline, but not compared to those who did not watch the drama. This suggests that the effect of *L'Equipe* was not necessarily strong on how those who watched the drama responded. This is confirmed from the relatively low percentages of Effect of *L'Equipe* in the last column (except for the first statement). These results suggest that respondents at the final evaluation survey, whether they watched the drama or not, were more likely to view the government responses as inappropriate, compared to responses at the baseline stage. These scores were relatively high ranging from 2.47-2.75 on a scale of 1-3. The dosage analysis did not show a consistent pattern, which proves that the results for this set of questions are not influenced by the drama viewing.

Demographically, older viewers of the drama were more likely (compared to those who did not watch and those who responded at baseline) to follow the pattern presented in the

chart above. Men who watched the drama followed the same pattern relatively more than women who watched the drama. Secondary school students who watched the drama were also likely to reflect the pattern presented in the chart above, while other viewers with different educational degrees did not manifest much differences from those who responded at baseline or did not watch the drama. Viewers from Bukavu and Kinshasa exhibited similar patterns to that present in the chart above.

Based on profession, most significant differences between those who watched and those who did not and those who responded to the baseline survey were concentrated on the fifth theme “when someone is chosen instead of me, because of his tribal group;” students, housewives, police, and military personnel who watched the drama were more likely to suggest working collaboratively on the issue.

Addressing Logframe Objective Indicator 8.1 “% increase among viewers of *The Team* who report enhanced responsiveness by government officials to cases of rape, police impunity, ethnic/tribal and gender discrimination,” the results show that those who watched, or did not watch the drama felt that the government’s responsiveness to these issues was not appropriate. That view became more negative at the final evaluation stage compared to the baseline stage.

The second set of questions related to how citizens make their voice heard in the decision making process by their national and provincial governments. Respondents were given a list of methods to make their voice heard, and were asked to indicate which ones they used. Those who watched the drama were also asked about the effect of *L’Equipe* on their responses. The chart below includes the responses for the three comparison groups:

		Baseline N=800	Watched <i>L’Equipe</i> N=263	Didn’t watch <i>L’Equipe</i> N=138
1	Radio programs	65.5	86.3	71.0
2	Programs on TV	66.3	82.5	76.8
3	Articles in the press	24.5	39.5	23.9
4	Demonstration	52.0	54.4	44.9
5	Meetings	17.0	27.4	10.1
6	Strike	46.0	59.3	44.9
7	Actions of different NGOs or civil society	22.5	46.4	22.5
8	Advocate with members of parliament	26.4	25.1	10.9
9	There are none	5.4	4.2	1.4

- Different colors indicate statistically significant differences based on watching the drama

The results above show that those who watched the drama were significantly more likely to indicate that citizens use various approaches to make their voice heard, compared to those who did not watch the drama and those who responded at baseline. This was true for all statements, except for two: Demonstrations and advocating with members of parliament. We can speculate that the first approach may not be preferred by *L’Equipe* watchers because of its violent potential. The second approach perhaps reflects a degree of distrust towards those in official capacity, compared for example to those working for

the civil society (as in statement 7). The dosage analysis showed that those who watched the drama with most frequency reported higher rates of using methods 3, 6, 8, but had lower rates for other methods. This finding suggests that while there is some level of influence due to watching the drama, it is perhaps related to other factors such as the propensity of those who watched the drama to make their voice heard anyway. Or it may be that certain drama episodes were more effective in encouraging viewers to make their voices heard.

The demographic analysis showed that the pattern present in the chart above was more reflected among the drama viewers age 25-49 and viewers in secondary and professional schools, was similarly present among men and women viewers of the drama, and viewers from Bukavu and Kinshasa, compared to those who did not watch the drama and those who responded at the baseline.

In terms of profession, students, housewives, unemployed, police and military personnel, and state employees who watched the drama reported significant uses of radio, meetings and NGO and civil society activities, compared to their counterparts who did not watch the drama and those who responded to the baseline survey.

Finally, the third set of questions included questions about respondents' involvement with the democratic processes in their communities and in the country. Respondents were given a list of methods to participate in the democratic processes, and were asked to indicate which ones they used. Those who watched the drama were also asked about the effect of *L'Equipe* on their responses. The chart below includes the responses for the three comparison groups:

		Baseline N=800	Watched <i>L'Equipe</i> N=263	Didn't watch <i>L'Equipe</i> N=138
1	Face to face with leaders	8.8%	33.1%	23.9%
2	Participate in Civil Society	15.5	37.3	31.9
3	Make your opinions present in Media	14.9	45.6	29.7
4	Write letters / petitions	10.3	29.7	15.9
5	Attend public meetings	14.8	22.4	15.9
6	I vote	54.8	69.2	60.9
7	I am running for election	9.3	28.5	18.1
8	Join a political party	28.6	32.3	15.9
9	Demonstrations	29.1	35.7	17.4
10	Strike	18.9	37.6	21.7
11	I do not participate	19.1	14.8	8.0

- Different colors indicate statistically significant differences based on watching the drama

The chart above shows that those who watched the drama were significantly more likely to report using all types of actions to engage with the democratic process, compared to those who did not watch the drama and those who responded at the baseline. The percentages of drama viewers who reported that they used each method ranged from as low as 22.4% for “attending public meetings” to as high as 69.2% for “voting.”

Demographically, the pattern present in the chart above was significantly followed by drama viewers age 25-49, women viewers, viewers from all educational levels, and, surprisingly, by drama viewers from Kinshasa but not as much by drama viewers from Bukavu!

In terms of profession, significant positive differences existed between those who watched the drama- from almost all professions- and their counterparts who did not watch the drama and those who responded to the baseline survey on several of these items, especially “face to face meetings with leaders,” “making opinion present in media,” and “writing letters and petitions.” Significant positive differences also existed to a lesser extent with other themes such as “running for election,” and “participate in civil society.” None of housewives and the unemployed persons who watched the drama answered “yes” to the statement “I do not participate.” This finding was significant compared to the responses of members of the same two groups who did not watch the drama and those who responded at the baseline survey.

The results in this category demonstrated the success of *L’Equipe* in influencing the actions of citizens in the direction specified with the following Logframe indicators:

1.1 Number of citizen actions, to engage with one another, and with the government on any of the themes addressed in The Team and dealt with in the outreach activities.

4.1. % of viewers interviewed who demonstrate a changed attitude in terms of their capacity to engage in the governance of their community.

7.3 % increase of citizens interviewed who can give concrete examples of how CSOs and media outfits have provided them with improved ways to deal with issues raised by The Team and issues addressed by the outreach activities.

The evidence in the data suggests that exposure to the drama contributed to their improved engagement with one another, government and civil society on issues of governance. They have expressed more confidence in working on community issues especially compared to baseline results, and compared to those who did not watch the drama. However, it may be safe to state that the relationship between watching the drama and such positive effects is correlational, rather than causal.

Finally, in response to the Logframe indicator 3.1: “% of viewers interviewed young adults and women who demonstrate a greater awareness of their rights and responsibilities as citizens,” a special analysis for viewers who are women or age 25 or younger revealed that they had significantly more positive scores than their peers at baseline or among those who did not watch the drama.

c.3. Stories of Actions Triggered by *The Team*

From its onset, *The Team* focused not only on changing the attitudes and knowledge of viewers and outreach participants regarding issues of governance, human rights and the rule of law. It also emphasized in the Logframe, and the consequent evaluation design, the desire to effect change at the level of actions by citizens, governments, and civil society. The evaluation results show that *The Team* succeeded in effecting such action-related changes on many levels. The following are examples of such changes in the four countries:

a. Kenya

Anne, from Eldoret, is a young woman from the Kikuyu tribe whose family was displaced because of the 2007/2008 post-election violence. The Kalenjins tribe were accused to be the perpetrators of violence in this case. During the conflict most things from Anne's home were either looted or burnt. When she eventually went back to her home, she went through psychological trauma as she was able to identify several looted articles from her home, like kitchenware and clothes, in the homes of friends and people in her former neighborhood.

By watching episodes of *The Team* she came to realize that she was in conflict with the community and the best way to resolve it was to initiate dialogue with the community that caused her distress. This proved to be the best way to resolve the conflict.

Anne is currently also a part of the business activity 'DIVAS' that has members from different tribes. The business venture that had only women at the onset has now evolved and does have men as members. Anne says that the screening of *The Team* helped her realize that the change that she wants to seek in others must start from herself first. *The Team* has helped Anne to overcome her traumatic past and to become a 'role model'. She also volunteers at children's home, youth meetings and other gatherings. Her hope is to see a united Kenya- where neither tribe nor race is used as a form of discrimination.

Another story relates to the changes at the level of civil society actions. In Mombasa, Kenya Muslim Alliance (KMYA) is a grassroots nonprofit and non-governmental organization with focus on peace, leadership, education and development. After post election violence KMYA decided to target youth of different constituencies, tribes in secondary schools as a part of their peace promotion campaign. The organization used *The Team* as an opportunity to target the aforementioned groups by encouraging them to attend the mobile screenings. The results were overwhelming with so many youth appreciating the program, learning the positive messages and taking it further to other youth groups in their constituencies. KMYA during discussions also assessed a positive attitude change in the secondary schools students.

In addition, KMYA organised several tournaments between youth from different constituencies with one very important message, appreciating each other and enhancing understanding and peace among the communities in Mombasa. On top of this, they have

tried to move to the grass roots, trained elders, chiefs and other people in authority in peace and conflict resolution methods. Despite some challenges faced, KMYA have expressed their intention to continue collaborating with Media Focus on Africa to ensure peace and stability in Mombasa and other parts of Kenya.

Another example of changes to institutional practices is from Nairobi. The 7th August Memorial Park was established on the grounds where the US Embassy in Nairobi once stood, in memory of the 218 people who died and the thousands who were injured after a terrorist blast. It serves as an educational institution promoting peace and nonviolence through exhibitions related to the 1998 incident and communicating messages of understanding and cooperation instead of violence and hatred.

In this context, the organizers of the Park learned about *The Team* outreach activities, and decided to incorporate its methods, including showing Team episodes to their audience, followed by a facilitated discussion of the themes addressed in the episodes.

Focusing on school students, the Park organizers arrange tours for children to explain what happened in 1998, and to offer them an alternative message of peace and nonviolence. They follow this with *The Team* outreach activity. During this final evaluation mission, one researcher observed such event which included 32 students from Ruaraka Secondary school. After taking the tour of the Park, the students chose to watch episode eight and nine of *The Team*. From these episodes the students identified themes like rumors, unity, ethnicity, team spirit, bribery and corruption, drugs, decision making etc. They recognized these themes as being sources of conflicts in the episodes. Asked about the measures the students suggested the following:

- Avoiding confrontations
- Appreciating differences
- Investigation issues before making decisions
- Avoiding victimization
- Avoid revenge

The park organizers are appreciative of *The Team* model, and what it brings to their mission. They stated that the messages of *The Team* and those of the Memorial Park work well together, and do inspire youth to denounce violence at their personal and school level, and to promote understanding and tolerance.

b. Morocco

The information gathered from outreach facilitators indicated that because of outreach activities, combined with watching the drama on TV, some participants and civil society organizations have started initiatives to address issues raised in the drama, or have changed or adjusted their actions or modes of operation in order to benefit from what the drama has inspired. The following is a list of such cases:

1. An association in Marrakech, Initiative de Development, uses the drama for their in-school educational programmes.

2. A group of university students, alumni association of the University of Science in Tetouan, who have a Facebook page with online radio are using the drama issues for online discussion on their radio.
3. In Aghla Oudrar, near Zagoura, as a result of the show some participants collected donations from their families to purchase melons and sold them. This was better than being idol. They continue to do this.
4. In Zagoura some participants from Amal Association are engaging in fighting illiteracy. They used to do it, but now they are more aware and provide more solutions. They promised to do classes with children, and one teacher decided to help children in a deprived area. These new efforts were related to the show and sessions.
5. In Marrakech, Al Hamraa Association conducted awareness campaigns around issues of disability and prisoners with the purpose of increasing the awareness that such groups are marginalized, and that in order to help them there is a need to mobilize all active actors. They collected funds from people and will use it for these purposes. Another activity is to work with drug users to establish a football team. The association existed before the show, but intensified its efforts after the show.
6. In Marrakech, UPEACE researchers mentioned that at least one participant in focus groups stated that, on the government (or semi-government) side, The Mohammed V Foundation for Solidarity did increase its effort towards disability rehabilitation centers, and related this to *The Team*.
7. In Tetouan, according to the UPEACE researchers, one person working with disabled people organization felt that there were positive changes. The organization is called The White Dove for Protecting the Youth Disabled. Examples of change was to increase the number of those served, and different ways of managing the association.
8. In Tangier, as a result of outreach activities, a group of youth decided to continue as a group to discuss related matters and to see what actions to take. According to a Tangier Facilitator, this example of forming a group to discuss and take action is common among many groups who attended outreach activities.
9. In Moklata neighborhood, Tetouan, a member of the Moklata Association is working on establishing an illiteracy elimination programme in cooperation with the department of education. The project is moving forward.
10. In Fès, students in one school formed a Facebook group to address child labor in order to make the government and society aware of the issue. They are from Ein Haroon secondary school.

c. Ivory Coast

Interviews with government officials and civil society, in addition to one focus group with citizens from Abidjan showed that, qualitatively, respondents do acknowledge the

positive effect of *l'Equipe* on their actions and that of others. Perhaps the selection of those who were interviewed or included in the focus group concentrated on individuals who have expressed and demonstrated appreciation for *l'Equipe*. While such selection makes us cautious about generalizing such results, it does confirm the potential of *l'Equipe* and its success with those who engaged with it. The following are examples of what some interviewees from the government and civil society reported as impact of *l'Equipe* on their work and their lives:

A former agent of RTI first viewed *L'Equipe* in 2009 and it assisted him with the initiation of the Hotto Committee of development and Peace of Tabou. In 2011 a clash occurred between the FRCI soldiers and the Young Kroumen due to the FRCI's inhumane pacification techniques. This resulted in substantial damage that caused massive population movements to neighboring Liberia. The Committee helped mend the social fabric between ethnic populations within ECOWAS and other ethnic groups in Ivory Coast as it conducted investigations, sensitization initiatives and mediations.

The former agent turned to *L'Equipe* on numerous occasions to strengthen the programme. As a result the committee reduced roadblocks, educated FRCI on plantations, fought for human rights, and raised awareness within poor communities. The agent notes,

“We do the best we can to make things better and improve the relationship between populations.”

Today there has been no resurgence of underlying problems and sensitization has been key to stopping violations of armed men. Tabou has a bright future as the youth have recognized their true potential outside of conflict.

Another example relates to Paroles de Femmes Actives (PFA), an NGO which was selected to assess the impact *L'Equipe* had on its humanitarian work within Man. PFA fights against gender based violence and the fight against AIDS. Two PFA field coordinators confirmed that respondents followed most of the series pertaining to marriage, nepotism, and child abuse. *L'Equipe* helped respondents strengthen their capacities in the area of healthcare and legal advice for rape victims. The PFA further recommends *L'Equipe* in the areas of conflict management, rape assistance, and gender based violence.

d. DRC

This is the story of a young girl who was 16 years old when she was raped by her priest whom she called her spiritual father. After she was accidentally impregnated, the priest went to Europe and this lady was totally abandoned by her family and friends due to this pregnancy. She suffered alone trying to find a way to feed the child and herself, this resulted in having a second child with another random man.

Her life was totally destroyed because she had kids out of marriage and no man would accept to marry her. This girl took care of her kids for about 15 years without any support from anyone. When Search for Common Ground started with The Team project she was

hired as an actress. While acting, she realized that the different roles and themes corresponded to her real life, and thus started trying to solve some of her own issues. For her, the most touching episodes were the ones about gender equality and HIV. The episode about gender equality made her realize that it was unfair for her to raise the kid she got with the priest on her own while the priest did not take any responsibility. Hence, she started to think about the different ways to find him. She called her aunt who lives in Paris and through her she was able to get in touch with him. Finally, the priest agreed to support the kid with a monthly financial assistance. The episode about HIV made her realize that she could become a victim if she continues meeting different guys with the purpose of finding a partner to support her children.

Finally she realized that many women were encouraged by her role in the episode and they congratulated her for her achievements in her personal life afterwards. She could finally see that she was not only an actress, but also a role model for other women around the world.

She is very thankful for this project and encourages sponsors to keep doing this and to spread the message in universities, schools and public areas to encourage and empower women. Her impression was that the project was produced just for her because she could relate to the topics discussed and because it inspired her to change her life positively.

The stories of action change discussed above are only a small sample of examples of the actual and potential success of *The Team*. The stories document and prove that the approaches used by The Team inspired individuals, civil society organizations and government agencies to change their actions and practices in order to conform more to principles of human rights, rule of law and respect for citizens.

d. Innovation and Lessons Learned

The results above demonstrate that, within conducive conditions, *The Team* indeed succeeded in achieving its objectives as stated in the Logframe. The main objective of *The Team* as a project was to help citizens, officials and communities to positively change attitudes and knowledge related to how they work together for the common good. The project was clear from the beginning that it was not only about changing attitudes and knowledge, but to see such changes translated to actions geared towards good governance and improved rule of law. The evidence especially in Kenya and Ivory Coast proved that *The Team* succeeded in motivating citizens, CSOs, and government officials towards such action. The final evaluation reports especially for those two countries include some solid examples of such action change.

Perhaps it was not possible to prove such transformation at the level of actions using quantitative measures. But this is not a problem with *The Team* as much as it is a problem with the way donors and some evaluators believe to be the only way to prove success! The quantitative results in the reports have shown, when appropriate, the success of *The Team* in improving knowledge and attitudes of those who watched or listened to *The Team*. Such quantitative evidence was substantiated via comparative analyses with baseline data, and results for those who did not watch or listen to the drama. Yet, when assessing actions to improve good governance and rule of law, qualitative, in-depth, methods were more appropriate for assessing such transformations.

It is also evident that while the drama itself has succeeded in changing attitudes and knowledge positively, the action-related changes were possible usually via more intensive outreach activities. Mobile cinema screenings have proven to be effective tools for communicating with specific audiences, and to become the catalyst for effecting change in communities.

e. Summary of Recommendations

Following are overall recommendations to SFCG, followed by country-specific recommendations:

1. Explore means to continue with the production of *The Team* in the same countries and in more countries.
2. Conduct country/context analysis before introducing *The Team* with the purpose of assessing the suitability of the political and cultural context for *The Team*. As have been seen, in some parts of the world, such as North Africa, such conditions may hinder the implementation of *The Team* using the current design. A careful assessment and adjustments to the design must be used.
3. *The Team* ensembles and the outreach facilitators have become a cadre of motivated and committed group. Their potential to contribute continues beyond the production of *The Team*. Explore ways to keep them engaged.

4. Cases of positive transformation are abundant, but there does not seem to be a systemic process for capturing them. Develop the local capacity to systematically conduct case studies of such examples of transformation, and to document them in a way that would allow for wide distribution among the peacebuilding community worldwide.

Recommendations for Kenya:

1. The dosage of watching *The Team* was the strongest predictor of attitudinal changes as expected with the Logframe. Explore means to motivate more audience to watch the drama more frequently. Perhaps using a quiz such as the one used in DRC can create such motivation.
2. Although the research proved an improvement in citizens' views of governments' responsiveness to issues addressed in *The Team*, there is no evidence that such improvement could be attributed to *The Team*.
3. Outreach activities, especially mobile cinema screenings, contributed directly to achieving the Logframe's action objectives. It is not evident from this research whether the drama by itself could have led to generating actions at citizen, community and civil society levels. Ensure the continuity of outreach activities.
4. Develop the local capacity for conducting systematic case studies of examples of positive transformation.

Recommendations for Morocco:

1. It will be worthwhile to continue with the evaluation effort using case study approaches in order to examine the long-term impact of the drama on specific actions that seem to be underway in several locations, even if follow up research evidence suggests that many of them were not sustainable.
2. If a second season or a re-run are planned, please determine carefully the time allotted for airing the show, especially in relation to other programs aired at the same time. Also consider focusing the number of themes introduced in the drama.
3. Continue, if possible, with outreach activities as they seem to play a rather effective role in motivating youth and in bringing the drama messages clear to them. They also are becoming an intact component of the work of several civil society organizations which have been engaged in *The Team* outreach activities.
4. Consider, if possible, engaging the production company, and/or other civil society organizations, in the outreach effort. Consider an exploration of the role of Media Focus on Africa in Kenya in all aspects of the drama production, outreach and beyond.
5. Consider an exploration of the efforts made in Kenya with the website and Facebook in order to share experiences and lessons learned.

6. Examine carefully “the Aziz Bouerbala Effect”. It seems that it has brought much attention, as planned, to the drama, but also seemed to detract from the focus on the issues.

Recommendations for Ivory Coast:

1. The crisis seems to have disrupted the traditional methods of conflict resolution, and the confidence of the public in their effectiveness. This issue should be considered carefully, first in discussions with officials and community leaders, and then in terms of how to infuse it in the third season of the drama.
2. *l'Equipe* has already shown its success in improving viewers' tendency towards peaceful approaches to conflict resolution. The new season should continue to emphasize and use the techniques that seemed to have worked positively to effect such change.
3. The society seems prepared to accept forgiveness as an approach to deal with conflicts. The new season of *l'Equipe* should capitalize on this tendency, and provide viewers with concrete approaches to putting it to practice.
4. The elements of identity, especially ethnicity, region and nationalism, seem to gain prominence in the public. Similar to the first recommendation, careful discussions and understanding of these elements must be attained before addressing them in future episodes.
5. Develop a systematic model of monitoring of outreach activities and assessing their effectiveness.
6. Develop a model similar to that mentioned in #5 to follow up on the examples of success mentioned in this report, and to make use of them in the new episodes and in outreach activities.

Recommendations for DRC:

1. Recognize the success of *L'Equipe* TV drama in changing attitudes and actions in the Congolese society, and accordingly complement that success with a wider outreach campaign.
2. Develop a mechanism for capturing stories of change and transformation as a result of the exposure to the drama and its activities. Given the success observed with airing the drama on TV, there is a need to follow up on such cases, and to develop processes to support them.
3. Address the perception among some viewers that the drama has a stronger leaning towards and for women. While this is plausible, it should be balanced.

4. Explore the factors which seemed to make Bukavu respondents more receptive to the drama effects in the areas of knowledge and attitudes. At the same time, explore ways to capitalize on the findings related to the positive actions by citizens of Kinshasa who have been exposed to the drama.
5. The success of the drama with themes related to women and children reflected a concern about its ability to do the same for public and state-related themes. If a new season is planned, explore new methods for addressing public and government issues.