



Participatory Video – Most Significant Change Methodology: a Tool for Critical Self Reflection on Youth Violence in Ivory Coast

Description of Cote d'Ivoire Context

- Socio-political crises since 1990; military and political crisis since 2002 with impact on social cohesion within communities;
- **High and harmful influence of politics on schools and universities; politicization of children and youth and encouragement of them to be violent;**
- *Approximately 3000 people killed during the violence. One million civilians fled since disputed election*



Source: OCHA, 2012

Youth Violence: The Challenge

- Electoral violence in CDI was often spearheaded by youth.
- It is important to analyse their profile, understand how and why youth were mobilized into electoral violence.
- It is also important to understand how youth perpetrators of violence can be mobilized into activism that promotes peacebuilding objectives and transitional justice, what skills and support are needed to foster their engagement

The example of the CDI youth networks provides valuable lessons learned on youth transformational learning which should be taken into consideration as organizations focus on **The Role of Education and Youth in Preventing Urban Violence and Countering Violent Extremism**

Approach

Objective

Increase the capacity of students/young people to prevent, reduce and cope with conflict and to promote peace in schools and surrounding communities

Conflict driver
Politicization of
the education
system.

IF children/young people are better equipped to prevent, reduce and cope with conflict, **THEN** they become positive agents of change thereby contributing to social cohesion in their school and community.

- Capacity building of young people on conflict mediation and constructive dialogue
- Development of early warning mechanisms and peer mediation committees in schools
- Communication skills for behavior change: participatory theater
- Experience sharing and lessons around the notions of conflict, peace, violence and non –violence: Child-led radio programme “Children in Action”
- **Participatory Video and Most Significant Change Evaluation**
- Bridge between Curricular and extracurricular activities: Human Right and citizenship subject
- Dialogue Platforms for former perpetrators of violence



Methodology:

Participatory Video (PV) – Most Significant Change (MSC)

- PV is used as an accessible, flexible medium of recording community stories of change. It can capture what surveys, questionnaires and bar charts fail to communicate: the human stories of development projects
- In addition, PV encourage reflection, amplify learning
- The MSV uses carefully-structured, time bound and open questions to frame stories to capture the most significant changes that the group has undergone:

What has been the most significant change in your life as a result of joining the Peace Club?



Participatory Video MSC: Implementation Process

- Training of Local Facilitators
- Collection of Stories
- Listening and Editing
- Selection of Stories
- Participatory Analysis
- Decision Makers Screening

Participatory Video MSC: Results and Findings

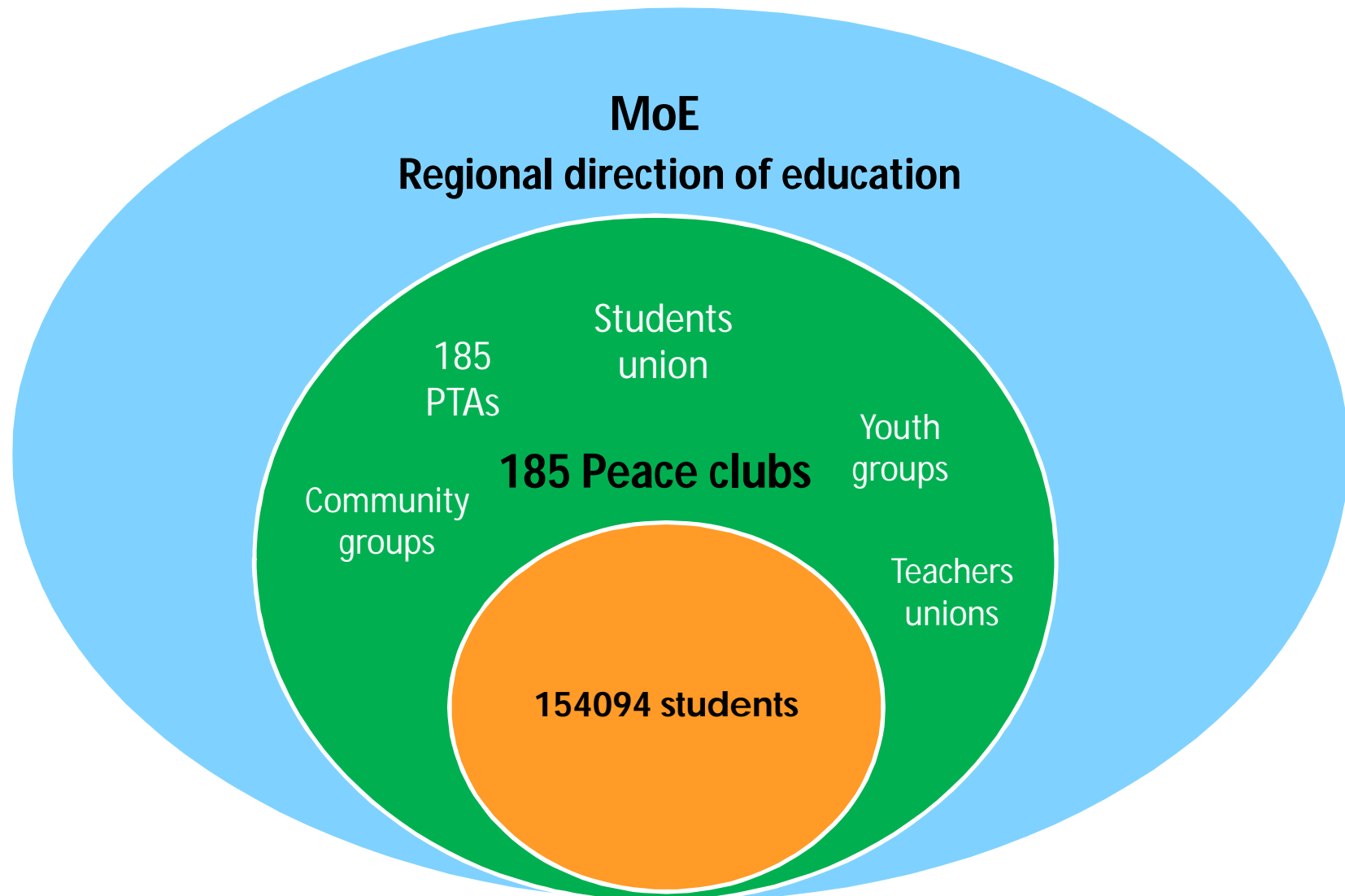
- Stories collected from 60 participants, and analysed for most significant changes
- Production of 11 films, one case study, and a detailed data annex
- Skills development of 10 local trainees in the area of facilitation, video capture, listening, team work, critical thinking and communication
- Realization of constructive dialogues, creative expression and critical thinking in 60 youth participants, also involving 32 community and decision-making stakeholders.
- Information sharing with Government Counterparts and CSOs
- Decision Makers Screening



Conclusions

- MSC is a successful forum for sharing experiences
- Filming MSC stories as theatre engages participants, and encourages critical thinking, and dialogue with stakeholders
- Evidence (including 'harder-to-show' results) how individual change can spark change in others in the community
- Raising awareness of the importance of peacebuilding activities with young people – with a wider audience.
- Young people emerging from situations of violence receive peer and community affirmation of the significance of their experience.

PMC in Cote d'Ivoire: Level of Influence



Resources

Case study on Peace Messengers club

- <http://www.insightshare.org/watch/video/clubs-messagers-de-paix>





Questions?

Comments?

Baseline and results to date

Level	Before	Now
Individual	<ul style="list-style-type: none"> students not participating in efforts to prevent or mitigate violence and conflict in school Students/young people with challenging behaviours are expelled from school 	<ul style="list-style-type: none"> Students take the initiative to get involved as mediators, and have the opportunity to lead/participate effectively in peacebuilding efforts in schools and surrounding communities Student with challenging behaviours acquire critical thinking to become agents of change
Inter-personal	<ul style="list-style-type: none"> students/young people as actors in conflict incidents in and out of school 	<ul style="list-style-type: none"> students and young people who are not in school interact to create a peaceful environment in schools and new social bonds are formed.

Baseline and results to date

Level	Before	Now
Community	<ul style="list-style-type: none"> Limited support from community as children/young people are not supposed to speak out...) 	<ul style="list-style-type: none"> young people have the skills and platforms and opportunities to have their voices heard by other community members (intergenerational partnership for peace)
	<ul style="list-style-type: none"> Limited platforms for inclusive dialogue and to engage for conflict prevention and peacebuilding efforts in schools and surrounding communities 	<ul style="list-style-type: none"> conflict resolution mechanisms at school and surrounding communities are more inclusive (participation of representatives of various communities' members including young people from diverse background)