



CASE STUDY: PEACE CLUBS

PARTICIPATORY VIDEO AND MOST SIGNIFICANT CHANGE EVALUATION

CÔTE D'IVOIRE 2015

UNICEF WCARO & UNICEF CÔTE D'IVOIRE

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*"He transformed violence to peace,
he was a factor for many others to change"*

Youth at the community screening



SUMMARY

During January 2015 a team of 10 young people were trained by Insightshare to carry out an evaluation using Participatory Video combined with Most Significant Change (PV MSC) for UNICEF WCARO and UNICEF Côte d'Ivoire. The aim of the activity was to carry out an end of year participatory evaluation led by students and young people who participate in the PBEA programme that UNICEF and partners lead in Côte d'Ivoire. The evaluation used the PV MSC method to generate information, evidence and qualitative information from the perspective of the stakeholders in the projects. PV MSC was chosen because UNICEF wanted to capture some of the programmes harder to reach results, using a participatory and youth-led approach to collect human stories with a rigorous tool. The evaluation was designed to contribute to the peacebuilding activities of the organisation, to create dialogue, share lessons, raise awareness and build youth capacity.

PEACE CLUBS IN SCHOOLS, PARTNERSHIP WITH SEARCH FOR COMMON GROUND

The evaluation focused on a peace building project led by UNICEF partner - Search for Common Ground. They have established Peace Messenger Clubs in primary and secondary schools, designed to engage young people in dialogues about peace.

CÔTE D'IVOIRE BACKGROUND, THE SITUATION BEFORE THE INTERVENTION*

- Socio-political crises since 1990 with the instauration of democracy in the country;
- Politicization of children and youth and encouragement of them to be violent;
- Military and political crisis since 2002 with impact on social cohesion within communities;
- High and harmful influence of politics on schools and universities;
- Increased violence in schools, and universities including conflicting relationships with the teaching and supervisory staff.

* Extracted from documentation provided by UNICEF

The team listened to 60 stories of change to learn more about how the peace clubs had engaged students at a personal level in peacebuilding processes at school and, at an interpersonal level, if the clubs were educating and mobilising them to influence their peers and the wider community.



PEACE CLUBS IN SCHOOLS OF CÔTE D'IVOIRE

– PBEA PROGRAMME

Following the post-election crisis and the various successive crises in Cote d'Ivoire school was the site of expression of violence between students and unions. That violence was also a reflection of the political conflict.

This project, called "Promoting a Culture of Peace in Schools in Côte d'Ivoire" is a continuation of the first phase which ran from September 2013 to February 2014 in 18 schools. A Technical Team, comprising technical directions of the Ministry of Education responsible to monitor the implementation of the project was settled, informed about the project and their capacity has been strengthened in terms of Peacebuilding.

During the 1st phase peace messengers clubs, theatre groups and teachers of targeted schools were trained on techniques of conflict management. This 2nd phase takes into account 30 schools / institutions including 18 of the first phase.

The aim of this project is to help students and teachers become more resilient to conflict. Specifically, these are:

- ☉ Strengthen the capacity of stakeholders (teachers, students, parents, community leaders, children and school youth) on the prevention and conflict transformation;
- ☉ Support the creation and / or strengthening of structures within schools and in surrounding communities in targeted schools to promote non-violent and collaborative conflict management alternative;
- ☉ Promote the dissemination of messages of tolerance and unity in diversity among children and youth in targeted schools and in communities surrounding these schools.



WHY PV MSC?

Participatory Video (PV) was used in this context because it is 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.

Participatory Video has the ability to empower and engage diverse stakeholders in dialogue, while Most Significant Change (MSC) adds a structured selection process and the capacity to extract qualitative data from stories. Through the use of participatory analysis, these stories yielded rich findings, encouraged reflection and amplified the learning. The Most Significant Change technique uses a carefully structured, time bound and open question to frame stories to capture the most significant changes that the group has undergone. The MSC question asked was; what has been the most significant change in your life as a result of joining the Peace Club?

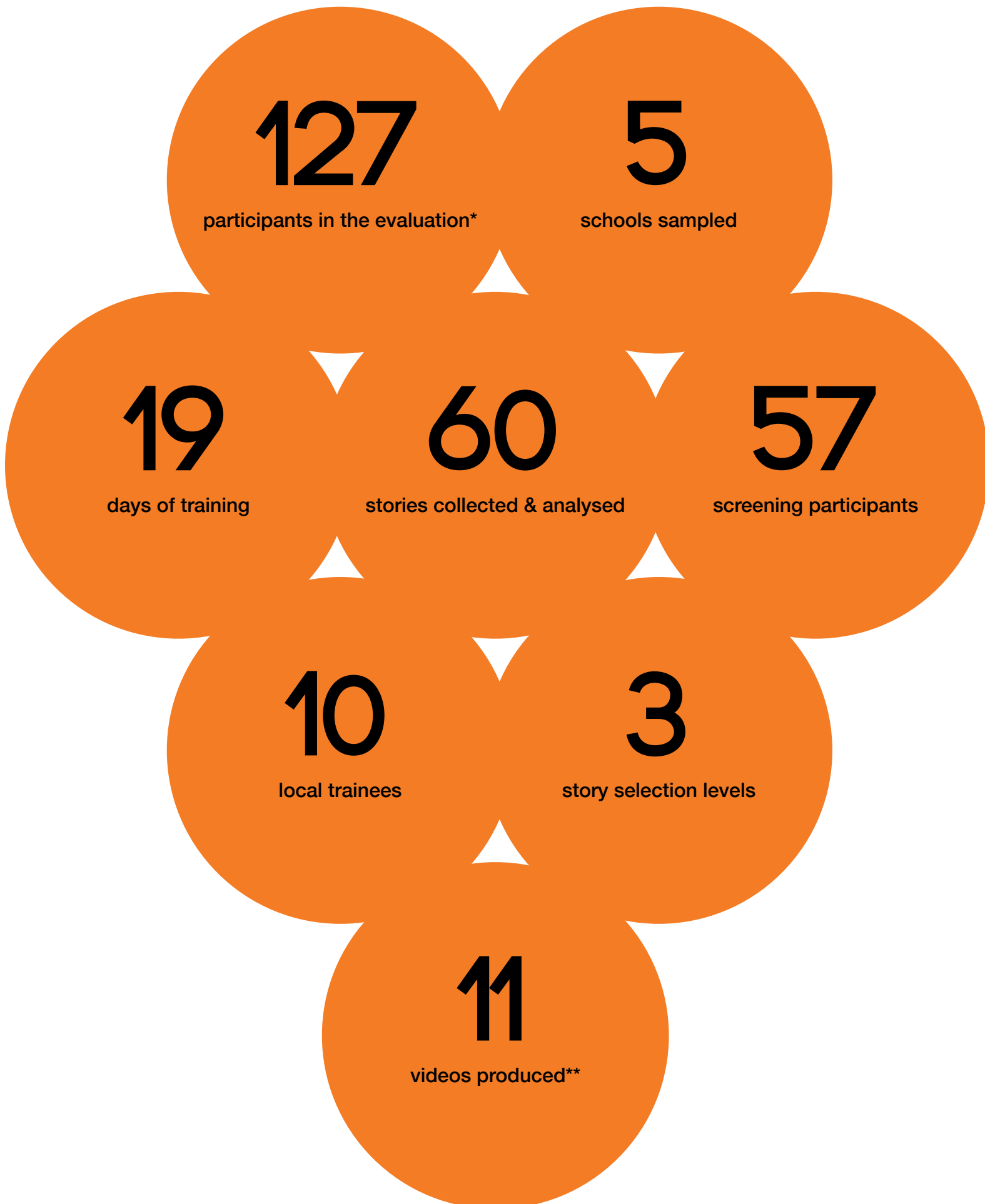
This workshop left behind skills in the participatory evaluation local team and videos to share learning, achievements and stories of change. The trainees developed facilitation, filming, editing and participatory monitoring and evaluation (PM&E) skills and collectively analysed the stories, revealing the most significant domains of change for youth within this project, as well as the enablers and blockers of change. The PV MSC training was also a peace building activity in itself as it provided a forum for youth and adults to share and reflect on their experiences, encouraged dialogue within a supportive environment and further empowerment towards building peace through their narratives and filming.

"This galvanizes us as youth, this is the stuff of day to day life. When you don't live something, you can't see it ... you can't know it "

Youth at the community screening



PV MSC EVALUATION IN NUMBERS



* Including young people, trainees, parents, teachers and decision-makers from UNICEF, partners and the Ministry of Education.

** Including 5 testimonies, 4 theatre pieces, 1 video report, 1 compilation

SUMMARY OF STORIES



This word cloud represents the frequency of words mentioned by the young people in the 60 stories told. It highlights peace, the club, lessons, behaviour, groups and friends.

The 60 storytellers talked about how changes in their behavior, becoming a model for others, the promotion of peace, and increased tolerance were the most significant changes they have gone through since joining the Peace Clubs. The peace clubs and theatre club, followed by friends and school, were key in achieving those changes, while gangs and violent school groups, lack of confidence, education and positive role models were the principle blockers.

In all the stories selected the youth had changed their behavior, becoming less violent, using the peace clubs as an opportunity to start afresh, “to choose the path to peace” (Touré, Messenger of Peace). Where the clubs provided a new direction and support network, existing friendships were particularly influential in triggering the change.

SELECTING THE MOST SIGNIFICANT CHANGE

The five stories selected to be filmed revealed that people made their selections on the basis of the scale of the change, where the individuals had overcome the most difficult barriers, in particular a very difficult childhood or a violent past and had become models in their communities. The stakeholder screening groups selected stories based on similar criteria, focusing on the strength of the change, the scale of the change and on the basis of how difficult the change was for the individual within their existing context. All the groups selected with an audience in mind, choosing stories that they felt would influence or motivate better behavior in others.

STORY SAMPLE

The project sample was selected from five schools with established peace clubs in two poor districts of Abidjan, Abobo and Yopougon. The male and female students ranged from 14 to 25, averaging 18. The four story collection circles and first community screening took place at one of the schools in Abobo, Lycée Attecoubé. The decision makers screening took place at Centre Episcopal Regional d'Afrique de Ouest (CERAO) in central Abidjan.



This word cloud represents the frequency of words used as criteria for selecting the most significant story from the 60 stories. The key words highlighted are peace, change, personal, story, man and women.

TRAINEES

Ten young people were trained to act as local facilitators, including four pupils from different schools, all members of the peace clubs and two implementing partners, one from Search for Common Ground and one from Caritas, based in the East of Côte d'Ivoire. The remaining four trainees were members of another peace building project supported by UNICEF in Abidjan, run by the International Centre for Transitional Justice.



METHODOLOGY

PHASE 1 – TRAINING OF LOCAL FACILITATORS (12–15 JAN 2015)

A group of trainees were brought together to learn PV skills and MSC techniques, who then acted as facilitators in Phase 2. Using participatory techniques, trainees learnt the basics of participatory video and most significant change. Trainees also tested MSC on themselves and told their own stories of change.

PHASE 2 – COLLECTION OF STORIES (16–20 JAN 2015)

The trainees worked with students, helping them share their stories and facilitating the MSC selection process to choose the most significant story, create a storyboard and film the testimonies and associated dramas. Consent was discussed with each group in relation to the use of the videos, as per InsightShare's core charter.

PHASE 3 – LISTENING AND EDITING (21–25 JAN 2015)

Through experiential learning, trainees acquired basic computer editing skills. They worked in two teams to edit the video stories of change, focusing particularly on respecting the editorial decisions made by the groups involved in the original story circles. They also proofread the notes taken during the collection of stories of change and transcribed the filmed testimonies.

PHASE 4 – SELECTION OF STORIES (26–27 JAN 2015)

The films were screened back to a group of community participants at the Lycée Attecoubé. The audience split into 3 different stakeholder groups to select their most significant story. The key goal was to gain insight into their values through the criteria they based their selection against, as well as to expose them to the experiences and perspectives of the storytellers.

PHASE 5 – PARTICIPATORY ANALYSIS (28–29 JAN 2015)

The trainees analysed the stories through participatory methods. They collectively made sense of the stories of change, analysed the stories' content, tagged them into domains of change, analysed enablers and blockers of change, aggregated all the information and created a video report with the results.

PHASE 6 – DECISION-MAKERS SCREENING (30 JAN 2015)

On the last day, the team screened two films selected as the most significant by the community, to key decision makers. They led a selection session with these stakeholders, to include their feedback in the evaluative process. The screening was to an audience of 24 people including representatives from UNICEF education team, the Ministry of Education, UNDP and NGO partners ICTJ and SFCG.

RESULTS

The project resulted in the filming of the following five participatory video stories of most significant change:

STEPHANE'S STORY (SOLDAT DE LA PAIX/ SOLDIER OF PEACE)

Stephane talks about his difficult childhood where he was the leader of a group of child soldiers in Liberia and roadside bandits in the North of Côte d'Ivoire. He describes how he was afraid of war related reprisals when he moved to Abidjan and became the leader of a violent gang in his school. Through his friendship with a girl at school, Marina, he was persuaded to join the peace club and rapidly became the leader, inviting many other members of gangs to join the group, and becoming a model for peace.

"From the age of eight I knew how to hold and shoot a gun....I'm no longer the violent child that I was yesterday, today I am a messenger of peace...I wanted to transform my negative past into a positive future"

SERUM'S STORY (SERUM LE RECONVERTI/ THE RECONVERTED)

Serum was heavily involved in criminal activity. He ran a gang in school and became involved with a phone stealing gang known as the 'Microbes' outside the school who forced him to steal an ever increasing number of phones, even threatening to kill him if he didn't. When his friend became a Peace Messenger, he was persuaded to join. In turn he persuaded his gang to become members of the Peace Club, stopped stealing for the 'Microbes' and changed his violent behaviour at school.

"I was the leader of a gang used by the 'Microbes' to make trouble in schools"

MARINA'S STORY (DE MESSENGER DE GUERRE A MESSENGER DE PAIX/ FROM A MESSENGER OF WAR TO A MESSENGER OF PEACE)

Marina describes how she went from being an excellent student to a member of one of the worst gangs in school, which she joined in order to gain protection. She was the strategist behind many of the gang's worst acts despite her parents still thinking that she was well behaved and doing well at school. She heard about the Peace Clubs and realised that she could escape the gang if she could persuade the leader, Stephane (see Soldier of Peace above), to join the Peace Club. She succeeded.

"I was a changed person... free from the violence and protected by a group that was working for a positive idea...It is a great satisfaction for me, I can say that I have been transformed by the club, metamorphised. I raise my hat to the messengers of peace club"

TOURÉ'S STORY (SUR LE CHEMIN DE LA PAIX/ ON THE ROAD TO PEACE)

Touré was involved in gang culture, including the violent school syndicate, Fédération Estudiantine et Scolaire de Côte d'Ivoire (FESCI), until he was suspended from school. His parents managed to reintegrate him into the school where he met his old friend Stephane. However, Stephane had changed as a result of the Peace Messengers Club, and invited him to join in the activities. With Stephane's help

he managed to resist peer pressure to beat up a younger student who had disrespected him and has now become a model student once again.

"I was from a family of 5, so I had many to look after. I realised that I needed to succeed at school and stop doing things that were dangerous for me... Effectively I needed to escape the spiral of violence so I decided to listen to my friend Stephane, president of the club"

KABORE'S STORY : 'LEADER DE LA PAIX'(LEADER OF PEACE)

Kabore was already looking for a way to address the violence that he had witnessed during the post electoral violence. He set up a peace club and sent out letters to NGO's asking for support. Search for common ground responded. With their help the peace club gained strength and he was voted in as president. On a visit to his village he used the conflict resolution approach he had learnt in peace clubs to solve a land problem between a villager and a returning Burkinabe immigrant. He rooted out the cause of the conflict and helped to form a solution. The Chief was impressed with his help and he felt proud of his skills.

"During the crisis we saw things that children should not see...so when I arrived in Abidjan I asked, why do we need all this war?...With the club we can regulate violence in school"



PARTICIPATORY ANALYSIS

The trainees carried out an analysis of the five video testimonies and 60 written notes from the story collection process. They noted down the three principle changes, enablers and blockers described in each story before catagorising them into domains of change.

DOMAINS OF CHANGE: WHAT KEY CHANGES HAVE PARTICIPANTS EXPERIENCED?

The storytellers described changes linked to **better behaviour (28%)**, **the existence of models (20%)**, **the promotion of peace (18%)** and **integration into the Peace Club (16%)** which were the most frequently mentioned changes in the stories. The students also emphasised **increased tolerance (10%)**, **acceptance of others (10%)**, **increased inner peace (10%)** and **increased consciousness (8%)** as well as **better behaviour in school (8%)**.

There were some broader patterns of change that were repeated in all the stories the students chose to tell, that described how they had become more peaceful. Pre-intervention all of the students were engaged in discrimination, gangs and violent groups that promoted division and were easily manipulated. Post joining the peace clubs they understood the importance of peace and tolerance, and could take action to promote the latter.

“I wanted to turn all I had that was negative in the past, into a positive. The FESCI divisions into peace divisions, the coordination into the coordinations of peace and...why not a national office that speaks of peace, comprised of students who speak to other students”

Stephane's testimony

In all the stories the students draw attention to their conscious decision to change, “I decided not to hate my teachers”, said one of the storytellers, “I decided to stop being violent”, said another.

ENABLERS OF CHANGE

The trainees analysed the key enablers of change to better understand the role played by different actors in the process of change.

The key contributors to change were the **peace clubs (71%)** and **theatre club (18%)**, followed by **friends (18%)** and **school (6%)**. The screening groups also looked at what had helped to create the changes, and identified **advice**, **positive influencers** and **awareness-building** as key strengths of these enablers as well as **activities**, **financial support** and **rules of conduct**. The parents also identified **feeling good** and having **a good quality of life** as key enablers, to counteract the lack of confidence and difficulties in their personal lives that blocked change or led youths towards seeking the sense of belonging and protection afforded by gangs.

BLOCKERS OF CHANGE

They also analysed the blockers that participating youth had to overcome to achieve those changes. The key blockers that youth had to confront were **violence at school (30%)**, **school syndicates (20%)**, in particular the Fédération Estudiantine et Scolaire de Côte d'Ivoire and a **lack of affection from their parents (18%)**.

“My father abandoned me. The hatred this caused led me to violence”

Storyteller

Other important blockers were **organised gangs, a lack of education and vengeance**. Many of the stories describe being in a state of hatred. A lack of **confidence, the crisis, a difficult childhood, negative influences** and an **absence of positive role-models** were also blockers. These domains were extracted from the stories by the trainees. Other blockers were discussed at the screenings. The students and parents identified **FESCI** as a key blocker because it caused **terror, brutality, theft, vengeance** and **extracted money** from people. They saw **gangs, malice and drugs** as other key blockers, causing a danger to others through **violence and killings**, and providing a **bad influence** and **stress for individuals**.

“Gangs and FESCI are obstacles for the young, in looking for security and protection they end up putting others in danger”

Parent at the community screening

“I thought about what he (Stephane) had said and realized that violence was going to resolve nothing, and that I was in a position of power and could help change this. Vengeance only created a spiral of violence”

Touré, ‘On the Road to Peace’

VIDEO REPORT

The trainees that carried out the Participatory Video Evaluation created a short video report where they explain the evaluation process and the key results. They emphasised the importance of the **change of consciousness** as a result of joining the clubs that motivates a change in behavior. They described the enablers, emphasising the **transformative advice** of the clubs and friends, **moral guidance** from parents and the positive **role-models** provided by students who had transformed their own behaviour. They explained the blockers, in particular the extent to which crime was organised by gangs in schools and the extent to which a turbulent home life and low self confidence led them to violent groups. They recommended developing more peace clubs in schools and extending the programme into universities.

“I really think that many young people can be transformed...if I can be transformed, so can you. This year is the first time that I will vote, and I want to vote with my friends for peace...for a positive future”

Stephane, Trainee, president of the Troupe Theatrale and member of the Lycée Attécoubé, Messenger of Peace Club

WATCH ALL THE VIDEOS HERE

STORY SCREENING SELECTION CRITERIA

FIRST LEVEL COLLECTIVE SELECTION CRITERIA: THE PEACE CLUB STORIES

The main criteria for making their final choices were evidence of change, peace, reconciliation, actions and forgiveness and personal growth in self confidence. Many from the story circles chose their own stories and those of friends during the first selection round. Marina said, “All of these stories are powerful, but I think that mine has had the biggest effect”. This may be a mark of how significant the changes related in the stories were in the lives of the participants. The process of devising collectively agreed criteria for selection, and the discussion for selecting one story from these, helped individuals to delve deeper into all the stories and critically assess them in relation to the question.

SECOND LEVEL COLLECTIVE SELECTION CRITERIA: THE COMMUNITY SCREENING

The first screening took place at Lycée Attecoubé with 32 students, parents and teachers attending, watching the 5 testimonies and 4 dramas. After debating and selecting group criteria, they selected the most significant change story for the group and presented back their views to the wider group. The two groups of youth chose Stephane’s story, **‘Soldier of Peace’** while the teachers and parents group chose Marina’s story, **‘From a messenger of war to a messenger of peace’**.

*“When a girl gets involved in violence they’re even more dangerous than men.
That’s why Marina’s story is the most significant”*

Parent at the screening

The groups of students selected Stephane’s story on the basis that it was in their eyes “the strongest” as it had the most far reaching impact, through the effect that his change and leadership had on others as well as himself. They also emphasised the strength of his change. One youth said, “It really touched me. It shows he has worked deeply on himself, he has changed the negative into positive.”

The parents said they had chosen Marina’s story because it showed something unexpected, an intelligent girl, whose parents thought she was fine, was involved in a dangerous and violent gang. It highlighted for them the difficulty parents have in knowing what their children get up to outside the home. They also said that her story was a good example to others and that it was thanks to her that Stephane had changed.

“It takes a great force to stop violence voluntarily, to change voluntarily”

Parent at Lycée Attecoubé screening

All the groups chose personal stories that were positive deviants from the norm. Key words from the word cloud for the community selection criteria were peace, change, person, man, women and story. These were the personal stories of marked change in particular men and women. “These young people have shown great courage by sharing their stories with us”, Teacher at the Lycée Attecoubé

THIRD LEVEL COLLECTIVE SELECTION CRITERIA: THE DECISION-MAKERS

Key stakeholders, including representatives from the Ministry of Education, UNICEF Education staff and the partner organisation SFCG watched the two films selected at the community screening and, guided by the trainees and lead facilitators, broke into three groups to select a story. All the groups chose **‘Soldier of Peace’**, which they said demonstrated the most significant change at both the individual and community level.

The decision-makers selected for the most significant story based on the **scale of the change** for each individual and also focused on the **scale of influence** that the change had on others. The decision makers also chose the stories that were **inspirational**. One of the groups commented that Marina and Stephane's stories are strongest together as they demonstrate the impact of individuals on others, and in turn the impact of individual changes on the broader community.

TRAINERS OBSERVATIONS

The Story Telling

Through the process of story collection participants shared **a great deal of knowledge and experience about peace building** and explained how accessing information through the peace clubs in school have been a key enabler for creating positive changes in their lives. While the story circles did provide a forum to describe their violent past, which evidently carried some kudos with peers, the participants were equally open about expressing and exposing their radical transformation and new non-violent position. The participatory activity of planning and filming a video, and watching themselves on screen, helped the participants to affirm this position and to connect the group through common experiences.

The Selection

There were several opportunities during the process for disagreement, and consensus was not always easy to achieve, particularly where people had friendship allegiances within the group. However, the process of transforming subjective individual criteria into objective collective criteria for the group to apply to story selection, and the dynamic discussions that accompanied this, enabled the group to become more aware of their decision making processes and encouraged critical thinking. The storytelling, storyboarding and filming were an opportunity for the groups to apply their creativity to the presentation of their experience, and the youth were very strong in this capacity.

Debating selection criteria demonstrated the extent to which the process helps stakeholders to understand which domains of change are important indicators of change for them and communicate these to others. In this way the process may have contributed towards the reinforcement and motivation of particular behavioural changes amongst those participating, as well as celebrating what has been achieved so far.

“Screening these testimonies to the youth and involving them in this kind of activity is an example of the way in which SFCG motivate change”

Teacher at the community screening

All the groups selected the most significant stories as models in relation to their own values. The students chose inspirational stories for themselves, that modelled behaviours they respected, and highlighted qualities and values that they would like to emulate. The community chose stories to influence troubled and violent youth, to educate them and motivate alternative behaviours. The decision makers and programme staff chose stories that modelled examples of their programme goals to highlight the reach of peacebuilding within schools and the aspirations of the project.

The Analysis

The analysis strengthened the understanding of predictable patterns rather than revealing unexpected results. Many of the domains of change, blockers and enablers suggest that for these youth, belonging to a group was essential for protection as well as meaning. The strength of the peace clubs lies in equipping them with advice, structure and an alternative group membership. However, the stories do not

just explain that they want to join groups, they also explain how this process takes place, through powerful leaders, friendship groups and when the group is fulfilling an un-met need; in particular by boosting their confidence.

"When I say the youth I mean the young. They are the people that demonstrate and form groups that make change"

Kabore, President of Peace Club



MAIN ACHIEVEMENTS

- ✓ The trainees recorded notes about the 60 participants who shared stories and supported participants to film 5 selected stories, yielding qualitative information about the most significant changes that the UNICEF supported work of SFCG has contributed to the lives of the participants, and peace building in Abidjan.
- ✓ Information from all the stories told was gathered and analysed by the trainees using participatory methods. They collated all the changes defined by storytellers and aggregated them into domains of change. The key factors enabling and blocking success were also identified, and a video report created to present the results and process.
- ✓ 11 films, a case study and detailed data annex were produced which provide a new data set for the programme monitoring which can be used to strengthen and guide future programme decision-making.
- ✓ The evaluation developed the skills of a local team of trainees, who handled the community interaction with great confidence, creativity and commitment. Their skills were built in facilitation, video capture, listening, team work, critical thinking and communication.
- ✓ The evaluation generated constructive dialogue, creative expression and critical thinking in the 60 youth involved in the project.
- ✓ The evaluation involved 32 community and decision making stakeholders and provided an opportunity to celebrate their achievements, share learning and inspire action.
- ✓ The evaluation contributed to the peace building activities of the organisation by creating dialogue and sharing lessons learnt within and between groups by listening, analysing and selecting the most significant stories of change.

"I understand now why you said this is M&E with a human face. You have shown us a human approach to M&E"

Patricia Safi Lombo, UNICEF Education



CONCLUSIONS

- ✓ The most significant change storytelling circles were a successful forum for sharing experiences and complemented the projects working practices.
- ✓ The participatory video method successfully engaged the young people involved and proved a useful method of recording, sharing and compressing the stories of change. Filming the stories as theatre pieces was particularly engaging for the participants.
- ✓ The participatory selection process and participatory analysis were a successful method for encouraging critical reflexion and dialogue within stakeholder groups and between them.
- ✓ The evaluation demonstrates that involving youth in the peace building activities evaluated has resulted in significant changes for some of the individual participants. The interlinked web of stories selected also demonstrate and explains how individual changes as a result of the SFCG Peace Clubs have had a significant impact on others in the community.
- ✓ The evaluation was successful at capturing some of the projects harder to show results. The importance of this information to the stakeholders was demonstrated by the stories selected that were examples of positive deviants. These included Stephane, Touré and Serum's stories of a transition from the most entrenched and difficult to escape violent contexts described to models of peace. They also chose on the basis of stories that detailed unexpected behaviours and revealed hidden worlds, such as Marina's explanation of her violent behaviour and the way in which the club provided an escape.
- ✓ The films succeeded in raising awareness of the importance of peace building activities with young people by sharing the depth and impact of their experiences with a wider audience, and even where they were not selected, provided peer and community affirmation of the significance of their experience.

"The club made my unconscious desire to change conscious"

Marina



KEY LEARNING

A key learning that comes out of the testimonies, dramas and video reports is that children and youth are easily influenced and or manipulated by their peers and other actors. This can be done for a positive cause as well as for negative or destructive objectives. Change is possible and is best achieved in an environment that enables positive individual changes that are supported by people that accompany the process through individual encouragement, group support and positive action.

“Human nature is essentially good”

Participants at the community screening

The Peace Clubs are particularly appealing to those youth who may have been worst affected by violence and have used the clubs as an opportunity to change track. The peace clubs provide a creed that responds to their personal experience of violence as well as providing a powerful and relevant alternative direction for them with which to move forwards. However, this ‘membership’ approach to peace promotion can result in a superficial conceptualisation of peace that remains at the level of slogans and membership. The meaning and value of peace promotion needs to be reinforced and contextualised to sustain the impact of the peace clubs beyond the group.

The stories demonstrate that children and youth are victims of the external environment and negative dynamics and can become perpetrators of violence as a result. However, they describe an active engagement with change. They realise they are in a bad situation and make use of external help to overcome the obstacles. They can be empowered to take positive action to change their lives around and that of other people.



RECOMMENDATIONS

- ★ The **video stories of most significant change** were recognised by the participants as having **educative** value, as they provide an authentic representation of model changes. They can be used as education materials by SFCG and in future programme activities with youth to motivate change and facilitate more dialogue that strengthens and deepens the peace club messages and values
- ★ The **videos could be shared more widely** to demonstrate the **impact** of UNICEF and Search for Common Grounds peace building activities and generate dialogue within the wider community. This can be a chance to share learning, inspire further activities, strengthen existing activities and widen the ripple effects of programme impact as proposed by screening participant decision makers in Abidjan.
- ★ The **films, testimonies and data** collected could be used to **guide future programme development** and broader policies. For example, the enablers and blockers of change could inform which institutions, actors or agents programming should involve, support and try to change to better support young people. These include the peace clubs, theatre groups, parents and schools.
- ★ A useful way to use the participatory analysis is to **incorporate the domains of change as indicators into the programme**, the key domains were better behaviour, the existence of models, the promotion of peace and integration into clubs. The students also emphasised increased tolerance, acceptance of others, increased inner peace and increased consciousness.
- ★ The results of the **participatory analysis gave valuable insights** into local values and how change happened in young peoples lives. The **data annex** can be used to deepen the analysis and inform current and future programming.
- ★ The **trainees** excelled in the role of local facilitators and gained a unique perspective as a result of listening to and analysing so many stories of change from their peers during the evaluation. Their **skills and experience** in this type of participatory evaluation processes as well as their broader perspective and grasp of the programme and programme objectives **could be useful to UNICEF Côte d'Ivoire and Search For Common Ground in the future**, they could form part of a beneficiary advisory board and be consulted on future programming and implementation.
- ★ Synergies could be further **strengthened between different partner groups**, such as the Peace Clubs and transitional justice youth groups given their similar experiences and goals for the future.
- ★ At a national level, the UNICEF team could explore ways to complete the **lifecycle evaluation** by involving the trainees in another **PV MSC evaluation with mothers and preschool children**.
- ★ We recommend sending copies of the **post-produced videos or links to access the videos online to each trainee & partner organisation** working alongside UNICEF in the PBEA programme. The videos can also be circulated among other UNICEF offices, as they will be hosted on YouTube for wider international dissemination.
- ★ The **post produced video** is an engaging summary of the evaluation process and the key results that came out of the participatory analysis. As an **introduction to the five video stories of change and five theatre pieces**, it can be a powerful tool to initiate discussion among staff around programmatic issues and organisational theories of change. **It can be viewed here.**

PROJECT PARTNERS





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FOR MORE INFORMATION ABOUT THIS PARTICIPATORY VIDEO EVALUATION, PLEASE EMAIL

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