



INEE Round Table “The Role of Education and Youth in Preventing Urban Violence and Countering Violent Extremism”

~ Case Studies from Research and Practice ~

Summary

 	Organisatio n	UNICEF – Search for Common Ground
	Location	Ivory Coast
	Title	Participatory Video (PV) – Most Significant Change (MSC) Methodology: a Tool for Critical Self Reflection on Youth Engagement in Peace Messenger Clubs as a means to Discourage Youth-based Political Violence in Ivory Coast
	Key Themes	Youth Violence, Politicization of Youth
Overview: Using the ‘Participatory Video – Most Significant Change’ methodology, youth from Universities in Ivory Coast were invited to analyse and document how university youth were socialized into political violence, and the prerequisites that must be in place in order to enable youth to distance themselves from movements supporting political violence.		

Description of Context: *(problematize, include figures/data where possible)*

<ul style="list-style-type: none"> • A series of military and political crises since 2002 has impacted social cohesion and the relationship among multiple ethnic communities in Ivory Coast • <i>Approximately 3000 people were killed during the violence that erupted during the 2011 elections.</i> One million civilians fled since disputed election. • Political parties exercise a harmful influence by utilizing schools and universities for political proselytization, and by encouraging youth to support violent struggles. Electoral violence in CDI was often spearheaded by youth. 	<p style="text-align: right;">Source: OCHA, 2012</p>
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| <ul style="list-style-type: none"> • This case study offers a tool for determining the circumstances, skills and support needed to assist youth wishing to distance themselves from participating in political violence. | |
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Explanation of the Intervention: *(rationale, conceptual basis, process)*

a) Methodology and Approach

- PV is used as an accessible, flexible medium of recording community stories of change (in this case the Story of Ivory Coast's Peace Messenger Clubs). PV can capture what surveys, questionnaires and bar charts fail to communicate: the human stories of development projects
- In addition, PV encourages reflection, and amplifies learning
- The MSC approach uses carefully-structured, time bound and open questions to frame stories to capture the most significant changes that a group has undergone:
What has been the most significant change in your life as a result of joining the Peace

Club?

b) Implementation Process

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

Results & Findings: *(outcomes, direct/indirect results, intended vs unintended, challenges)*

- 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 with 60 youth participants, also involving 32 community and decision-making stakeholders.
- Information sharing with Government Counterparts and CSOs
- Decision makers screening

Conclusions: *(suitability of the approach, adaptability to other contexts, lessons learned, outcomes, direct/indirect results, intended vs unintended)*

- PV-MSC is a successful forum for sharing experiences; and there is a need and demand for platforms where youth can meet, consult, and share experiences.
- Filming MSC stories as theatre engages youth participants, and encourages critical thinking, and dialogue with stakeholders

- PV produced evidence (including ‘harder-to-show’ results) how individual change can spark change in other youth and the wider community
- PV raises awareness of the importance of peacebuilding activities with young people among a wider audience (including governance officials).
- Young people participating in PV-MSc receive peer and community affirmation of the significance of their experience in contexts of violence (even if their stories do not make it into the ‘final cut’).

Links: (documents, references, websites etc.)

Video Links on Participatory Video – Most Significant Change

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

Video Links on Youth Violence and Violence Reduction in Ivory Coast

- *Young people from Cote d’Ivoire use radio to share messages of peace:*
<https://www.youtube.com/watch?v=Vyrskgu0Yh0>.
- *Reducing violence through peace messenger clubs*
<https://www.youtube.com/watch?v=OWN57DKWVT8>.

Case Studies and Documentation

- <http://learningforpeace.unicef.org/resources/peace-clubs-in-schools-of-cote-divoire/>
- <http://learningforpeace.unicef.org/blog/when-evaluation-becomes-a-peacebuilding-intervention-using-participatory-video-and-most-significant-change-in-cote-divoire/>

Key questions and considerations for further engagement: (points for further discussion among members in the Roundtable discussions)

- i. **How do youth get socialized into political violence. What are the root causes, contextual factors and social pressures that lead to active participation in political violence?**
- ii. **How can youth with a history of violence become socialized into peacebuilding activism?**
- iii. **What code of conducts need to be established between Ministries and political parties to protect schools and universities from political party supported politicization and radicalization?**