



*“You have shown us a human approach to M&E”*

## CASE STUDY: TRANSITIONAL JUSTICE

PARTICIPATORY VIDEO AND MOST SIGNIFICANT CHANGE EVALUATION

CÔTE D’IVOIRE 2015

UNICEF WCARO & UNICEF CÔTE D’IVOIRE

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*“You have to try to share what is in your heart.  
It isn’t easy, but it’s the only way of finding freedom and forgiveness”*  
Amie, transitional justice activist and PV MSC trainee



# 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 its partners lead in Côte d'Ivoire. The evaluation used the PV MSC method to generate 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 programme's harder-to-reach results, using a participatory and youth-led approach to capture 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.

## THE RESEAU "ACTION JUSTICE ET PAIX" (RAJP)

The evaluation focuses on the work of UNICEF with the International Centre for Transitional Justice (ICTJ) to provide non-partisan forums for young people across the country to express their grievances, foster forgiveness and build peace. Youth leaders have been trained and accompanied in constructive dialogue, documentation of projects, arts, music and radio programming to reach and teach a mass audience on their experience of the conflict and their responsibilities leading up to the next election.

## BACKGROUND ON TRANSITIONAL JUSTICE WORK WITH YOUTH IN CÔTE D'IVOIRE\*:

- Socio-political crises since 1990 with the instauration of democracy in the country;
- Military and political crisis since 2002 with impact on social cohesion within communities during the military crisis in 2010-2011 in Abidjan targeting immigrant districts, resulting in 3000 reported deaths;
- The formal truth and reconciliation process reneged on a promise to engage adolescents, leading to increased feelings of marginalisation;
- Inequitable power structures which exclude women, youth, and certain minorities from participating in transitional justice;
- Leadership is often very strong, especially in villages, and excludes or manipulates particular groups;
- Lack of education and employment opportunities and a youth bulge;
- 'Silent unhappiness' or dissatisfaction – where people do not have a way to express or challenge a problem, erupts into conflict.

\* Extracted from documentation provided by UNICEF

The evaluation team worked with students from 25 organisations in Abidjan. The team listened to 48 stories of change to learn more about how UNICEF and its partner ICTJ had engaged young people:

- At a personal level in a reflective process on the past and their role in the future;
- At an interpersonal level, to enable them to engage with others and develop skills to interact in positive and constructive ways;
- At a community level to ensure that young people are seen to have both the potential and the right to be engaged in peace processes.

# TRANSITIONAL JUSTICE AND YOUTH IN COTE D'IVOIRE – PBEA PROGRAMME

The political instrumentation of youth during the conflict is a precursor to the current context in Cote d'Ivoire. Given this recent history, inclusion of youth is particularly crucial to mobilization work around peace, reconciliation and social justice. With this in mind, UNICEF has explored platforms and networks for youth engagement in reconciliation efforts and on questions of good citizenship at both the national and local level. Given the history of youth politicisation, it was important to establish an independent and non-partisan working group as bringing young people into official processes of dialogue and documentation about the recent crisis comes with clear risk for the youth involved. The participation of youth in reconciliation and social justice processes through radio, hip-hop, community dialogue and documentary film each offer alternative ways to ensure youth are included in the national dialogue, and that this inclusion is done through non-politicized channels.

The transitional justice components of CDI's PBEA program focus on two main objectives: Firstly, activities aim to create communication channels that allow youth to share their experiences and their concerns related to the recent crises amongst their peers and with the authority figures in their lives. Second, programming aims to help prevent future mobilization of youth by engaging young people in a process of reflection on the past and learning about good citizenship and the role youth can play upholding social justice in times of crisis or transition. In this effort, UNICEF and its partner ICTJ are working with young leaders, many of which are associated to school-based youth groups, to build the capacity of these young leaders as advocates for peacebuilding and social justice amongst their peers. In order to include difficult to target youth, such as out of school youth, youth in conflict with the law and other vulnerable populations, creative and innovative approaches are needed.



## WHY PV MSC?

Participatory Video (PV) was used in this context because it is an accessible, flexible medium of recording community stories of change. By planning and producing films together, participatory video captures 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 can yield rich findings, encourage reflection and amplify learning. The Most Significant Change technique uses a time bound and open question to frame stories to capture the most significant changes that the group has undergone. The MSC question asked in this evaluation was: **what has been the most significant change in your life as a result of your involvement with the International Centre for Transitional Justice?**

This workshop left behind skills in the participatory evaluation local team and videos to share learning. 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.



# PV MSC EVALUATION IN NUMBERS

**104**

participants in the evaluation

**25**

organisations sampled

**19**

days of training

**48**

stories collected & analysed

**46**

screening participants

**10**

local trainees

**3**

story selection levels

**10**

videos produced\*

\* including 4 testimonies, 4 theatre pieces, 1 video report and 1 PV plus compilation



## TRAINEES

Ten people were trained to act as local facilitators, including four young people from the RAJP Network. The remaining trainees were members of another school based peacebuilding project called 'Peace Messenger Clubs' implemented throughout the country in collaboration with SFCG and the Ministry of Education. Two implementing partners also joined the team, one from SFCG and one from Caritas, based in the East of Côte d'Ivoire.



# 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, mirroring the activities that were going to take place during fieldwork.

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

The trainees worked with youth, 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. Two groups of trainees facilitated in parallel. 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. 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 and a key UNICEF-ICTJ staff member in Abidjan, as part of the selection process. The goal was to involve everyone actively in the participatory evaluation as well as to expose them to the messages, experiences and perspectives of the storytellers.

## PHASE 5 – PARTICIPATORY ANALYSIS BY TRAINEES (28–29 JAN 2015)

The trainees analysed all 48 stories using 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 the two films, which had been selected as the most significant in the community screening. They led a selection session with three groups to generate a conversation around the stories and include the decision makers in the evaluative process. The screening was to an audience of 24 people including the core UNICEF education team, Ministry of Education, UNDP, SFCG and UNICEF-ICTJ staff.

# RESULTS

The project resulted in the filming of four video stories of most significant change. Two of the storytellers chose to remain anonymous.

## DE LA DIVISION A LA COHESION/ FROM DIVISION TO UNITY

Amandine describes how she has been an active member of a children's rights based group since she was 13. After the 2011 crisis, ethnic conflict within the group shrunk membership from 15-20 members to 3. Amandine and her group attended some of the trainings provided by UNICEF through UNICEF-ICTJ and were inspired to reform their group and used what they had learnt to create spaces for open dialogue and to forgive each others differences. She describes how originally many were only interested in the activities because they thought there would be money available. With time people became motivated by the aims and the content of their message and got involved in many voluntary activities and in spreading the lessons learnt from the trainings. The groups size and areas of activity have now grown significantly.

*"I think that the majority of youth who have taken part in this project have gained awareness. After the crisis we were only 3, we are back to 50 members today"*

## LE DEFENSEUR/ THE DEFENDER

The storyteller was a member of the violent school syndicate, Fédération Estudiantine et Scolaire de Côte d'Ivoire (FESCI) but he found that the group was not staying true to it's objectives. His uncle talked to him about an alternative and introduced him to an association where he was trained in transitional justice. The training strengthened his convictions, encouraged him to address crime directly and share the spirit of transitional justice.

*"I like rights and I like giving help to those who need it...transitional justice made me aware of a lot of things. You could say it's what you need to know, the right to reparation"*

## L'HISTOIRE DE MONTON/ THE STORY OF MONTON

Monton describes how he was mistreated as a child by his step father and rejected by his mother. He moved to Abidjan where he slept on the streets before finding a job. A woman from his village helped him to find his father and he went to live with his new family. He was still very unsettled and misbehaved at school. One day a man from a rights based group came in to talk about transitional justice and particularly encouraged him to join in. He initially thought the discussions about the rights of the child were unrealistic but he did join in and has since become a spokesperson for the group, and helps to support children experiencing a similar childhood to his own.

*"Staging my story (together) in this way has helped me to transform it's darker side"*

Monton said at the story circle, "I know I have an important story to tell, but it won't be easy. I'm not sure if I am quite ready but I will agree to film it". He was right, as his story was selected as demonstrating the

most significant change. He was involved but reserved during the filming of the drama, sitting aside and watching. Several of the team spoke with him during the process to check he was still comfortable to proceed. During the screening, he left the room when his story was shown. “Do you think this process has helped”, one of the trainees asked him. “Yes”, he said, “every time I hear my story it makes me feel lighter”.

## JE VIEN DE LOIN/ I COME FROM FAR

The storyteller, who wished to remain anonymous, was a lone child whose mother died before the crisis. During the war his father, who was a policeman, was abducted from his house, so the storyteller set out to find him. His search led him to a military camp in Bouake where he became a child soldier, however, he managed to escape and travelled to Abidjan. He was helped by a man who introduced him to the “Centre des Amigos”. They helped him to train as a tailor and try to retrace his father, and introduced him to the transitional justice training with UNICEF-ICTJ. It was here that he learnt how to forgive and lighten his load by talking with people about his story. Recently, thieves came and destroyed his business and he has been left with nothing again, but the RAJP Network has become like a family to him, supporting him and giving him hope for the future.

*“I didn’t know that despite everything that has happened, one day I would be able to talk with people in harmony like that and explain my story. I didn’t know because everything that I was, I had endured alone”*

The storyteller cried during the telling of his experience, and after discussion about consent and screening, chose for his identity to be hidden in the film. When asked about the process, he said “sharing my story is liberating, I am freed”.

[WATCH THE 4 FILMED TESTIMONIES IN FULL HERE](#)



## PARTICIPATORY ANALYSIS

The trainees analysed the four video testimonies and 44 written notes from the other stories collected in the story circles. They focused on the domains of change, key enablers and key blockers.

### DOMAINS OF CHANGE: WHAT KEY CHANGES PARTICIPANTS HAVE GONE THROUGH?

The key domains of change were **forgiveness, the promotion of peace, positive models and reinforcement of capacity**. Other key changes were a **growth in self confidence, change in behaviour, improved organisation, responsibility and campaigning**.

Monton described his doubt and alienation, that nearly stopped him from joining a rights based group, **“I didn’t think children’s rights could be respected in Africa”**. Gaining confidence was most marked in the women’s group, many of whom claimed this was the most significant change in their life. **“I was so lacking in confidence I nearly didn’t go to the group, but so many of the things they were talking about were relevant to me”**, said a girl from the story circle who then described how she went on to represent Côte d’Ivoire in a national youth peace and reconciliation gathering. The trainings were noted for building structure and knowledge around rights based ideas already held by the participants, and therefore motivating them to act.

### ENABLERS OF CHANGE

The key enablers were **UNICEF-ICTJ trainings and other rights based trainings**. This was followed by **people of good nature, prayer and groups**.

The screening groups also analysed the enablers. They identified **shelter, professional training and moral and psychological support** as key strengths of the enabling organisations and individuals. They found this support through belonging to organisations, NGO’s and charities. The UNICEF-ICTJ trainings developed their **critical awareness**, and gave them the **motivation and information to support their convictions** and become more **active promoters of peace**.

### BLOCKERS OF CHANGE

The key blockers that youth had to overcome were **the crisis, death of a family member, the destruction of their homes and abandonment**. This was followed by **armed groups, responsibility for the family, timidity, division and tradition**. Other important blockers were **a difficult childhood**, leading to bad behaviour and a loss of hope.

At the screenings the stakeholders identified as key blockers the **death of parents, dislocated family, and difficulty with social integration**. They identified **stigmatisation** and a **lack of schooling** as key blockers to social integration.

### VIDEO REPORT

The trainees that carried out the participatory video evaluation created a short video report. They analysed all the information and videos with participatory methodologies and shared their key findings. The group described the extent to which the key blockers emphasise the turbulent history through which these young people have lived, mainly as a result of the crisis. The stories describe ethnic violence, families that are lost and divided, homes that have been destroyed and abusive or lonely childhoods. The group also focused on the significance of armed and violent groups like FECIE as key

blockers of change. They linked this to the lack of positive models in many of the young peoples lives. As a result they emphasised the importance of the organisations and congregations that provide positive models and support for young people who had endured significant set backs in their lives.

Given the scale of grievance described by many of the young people, the significance of them placing **forgiveness** as their key domain of change shows change at a personal and interpersonal level. The stories show this was the result of a chain of support from individuals and groups, which has been strengthened by UNICEF-ICTJ activities. The trainees concluded that **the other most significant impact of the UNICEF-ICTJ trainings was to reinforce their confidence** and motivate them to carry out further research (48% reported this) and **action to promote peace**. This change had an impact at a personal, interpersonal and community level. The trainings supported them to have **courage in their convictions and provided a framework of expression**.

Describing the story 'I Come From Far', Anicet noted that the trainings, "provided information where he had no information to convey what he had inside". Another trainee, Arnault, said, "We want to reinforce our capacity, our values and our morals."

[WATCH ALL THE VIDEOS HERE](#)





**courage** shown by the storyteller, an **inspirational hope** for the future. A key basis for selection were stories that showed a greater scale of transformation, endured for longer.

*“When I see the size of other people compared to me, I realise that I’m very behind. However, I know that whether I’ve started early or late, I have faith. I have faith that it will be alright”, from ‘I come from far’*

The groups also emphasised the importance of **strong convictions** and the impact this individual characteristic could have on others.

*“With the young woman before, (Amandine), she had personal conviction. She convinced her friends without waiting for financial support.”*

Screening participant

### THIRD LEVEL SELECTION: SCREENING WITH DECISION-MAKERS

The decision makers watched the two films selected at the community screening and broke into three groups to select one most significant story of change. All three groups chose, ‘I come from far’. The decision makers selected their most significant story based on the **scale of the change**, the **strength of the qualities exemplified** and the **relevance to the project**.

*“Now he knows how to communicate and how to talk about harmony and forgiveness. These are very strong changes, they are the basis of everything for peace”*

Decision-maker at the screening



## TRAINERS OBSERVATIONS

### The Process

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 RAJP Network has been a key enabler for creating positive changes in their lives. The participatory activity of planning and filming a video, and watching themselves on screen, helped the participants to gain affirmation and to connect the group through common experiences. Several of the participants broke down into tears during the story circles, but claimed that the process had lightened their load. Many of them were telling their stories for the first time.

*“I've started forgiving today”*

Participant at the storytelling day

### The Selection

All the groups selected the most significant stories with which they could most easily empathise and which reflected their values. The decision makers and programme staff, chose stories that modelled examples of their programme goals, which highlighted the reach of peacebuilding. The aspirations of the project, that it could transform the lives of the the worst off were implicated by the choice.

Consensus was easily achieved during the selection process through reference to the collective criteria. The process of producing collective criteria from the groups' individual subjective choices resulted in a rich pool of powerful values such as forgiveness, tolerance and hope. As a result, reapplying the choice with regard to these tended to influence the groups decision towards the more extreme, inspirational stories of change, that covered the largest range of criteria and were, in that respect, 'outstanding journeys' rather than highlighting specific significant moments of change. The dynamic discussions that accompanied this process enabled the group to become more aware of their decision making process and encouraged critical thinking. The storytelling, storyboarding and filming were an opportunity for the groups to further explore difficult stories creatively and reflect on their experience with the groups support.

*“Transitional justice has made me into someone who can forgive”*

Participant during the story collection

By critically appraising the stories in relation to collectively agreed criteria, the PV MSC process contributed towards awareness raising, reinforcement and a deepened understanding of certain qualities that the group think contribute to peace building. By listening to the beneficiaries' experiences, the decision makers gained an increased awareness of the value of sharing experiences amongst those participating, as well as celebrating what has been achieved so far.

### The Analysis

Many of the domains of change, blockers and enablers suggest that for these youth belonging to a group was an essential part of creating change. The strength of the associations lies in equipping them with advice, structure and support, all enhancing their existing qualities. The stories also explain how these processes take place, in particular, through the boosting of confidence and in many cases, the good will of strangers and emphasise the meaning of these actions within individual lives.



# CONCLUSIONS

PV MSC was a good evaluative approach in this context, resulting in data that revealed the meanings and values of the groups involved in the evaluation and the most significant change storytelling circles were a successful forum for sharing experiences and complemented the projects working practices. The participatory video method also successfully engaged the young people involved, in particular they enjoyed the dramas, and proved a useful method of recording, sharing and compressing the stories of change while the discursive approach allowed them to delve deeper into their issues, encouraging critical reflexion and dialogue within and between stakeholder groups.

The method of evaluation complemented the subject and approach of the project being evaluated. The response of the participants; the story circles; the process of filming and the screenings; all contributed to the process of forgiveness by providing a forum within which to share and affirm the depth of individual experiences - strengthening and building links within the network and encouraging a deeper understanding of key values in transitional justice such as forgiveness and tolerance. The project modelled a process which three of the trainees have already used in other project activities.

*“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

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. Je Vien de Loin and l’Histoire de Monton show a journey full of obstacles, escaping a difficult and isolated childhood to becoming socially integrated models of transitional justice values such as sharing, forgiveness and confidence. Le Defenseur and La Division a la Cohesion, focus in particular on the way in which the UNICEF-ICTJ training was a catalyst for change, they demonstrate that the UNICEF-ICTJ trainings are motivating and strengthening community action. In Amandine’s example she was motivated to forgive members of her group and reform her rights based activities, in Le Defenseur, he was able to exchange a violent group for one that defends peace.

The data demonstrates that involving youth in peace building evaluations has, as a result of the PV MSC method used, resulted in changes for some of the individuals involved as they reflected on their experiences for the first time. The evaluation also enabled the network to meet and contributed to the strengthening of their community of practice. “I do not have a strong story, but my friend Monton here does” said Jackson. After the story circle he stood up and gave a rendition of a poem he had written to mark the significance of forgiveness. He chose to accompany Monton when he told his story. This friendship was an example of the kind of relationships, enabled by socially inclusive groups, that create an environment in which people can grow in confidence and change their behaviour.

The stories told highlighted the importance of the support of individuals and community groups for the young people involved and show a clear link between change at a personal, interpersonal and community level. In all the stories there is an emphasis on the strength of positive models and associated groups to support change in the individuals, and the extent to which this personal change also fuels action at a community level. Supportive groups such as UNICEF-ICTJ, are part of a whole network of civil society organisations that create a self-reinforcing cycle of peace building.

*“We want to be the author’s of construction not the author’s of destruction”*

Amie, video report

# RECOMMENDATIONS

- ★ The **video stories of most significant change** were recognised by the participants as having **educative value**, as they inspire, give information, and reflect an authentic representation. They can be used by the partners to motivate change and facilitate more dialogue that strengthens and deepens the UNICEF-ICTJ activities and values. They can also be used as education materials in future programme activities.
- ★ The **videos could be shared more widely** to demonstrate the impact of UNICEF-ICTJ's 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 program impact as proposed by decision makers in Abidjan during the screening.
- ★ 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 and try to change to better support young people. This includes addressing violence in armed gangs and school syndicates and supporting community based rights organisations, as well as ensuring that transitional justice organisations can access relevant information to support their work and galvanise positive youth action.
- ★ A useful way to use the participatory analysis is to **incorporate the domains of change as indicators into the programme**. These include forgiveness, the promotion of peace, positive models and reinforcement of capacity. They also include a growth in self-confidence, change in behaviour, improved organisation, responsibility and campaigning.
- ★ The results of the **participatory analysis gave valuable insights** into which changes were most meaningful for the participants 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 the peer-to-peer learning during the evaluation. Their **skills and experience** in this type of participatory evaluation processes could be useful to UNICEF Côte d'Ivoire in the future.
- ★ Synergies could be **further strengthened between different partner groups**, such as the transitional justice youth groups and the Peace Clubs given their similar experiences and goals for the future.
- ★ At a national level, the UNICEF team said they would like to **explore ways to complete the lifecycle evaluation by involving the trainees in another PV MSC evaluation with mothers and pre school 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 summary (PV PLUS)** is a good compilation of the evaluation process and the key results that came out of the participatory analysis. As **an introduction to the four video stories of change and four theatre pieces**, it can be a powerful tool to **initiate discussion among staff around programmatic issues and organisational theories of change**.

## PROJECT PARTNERS



Advancing Learning. Building Peace.





WRITTEN BY EMILIE FLOWER (INSIGHTSHARE)

FOR MORE INFORMATION ABOUT THIS PARTICIPATORY VIDEO EVALUATION, PLEASE EMAIL

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