Evaluation of Child and Youth Participation in Peacebuilding

EASTERN DEMOCRATIC REPUBLIC OF CONGO
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Quality of Child and Youth Participation in Peacebuilding  

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Overview of CYP Initiatives Evaluated  
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REFERENCES
### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>Bénenfance</td>
<td>Le Bénévolat pour l’Enfance</td>
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<td>CITC</td>
<td>Cadre Inter-paysan de Transformation des Conflits</td>
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<td>CFS</td>
<td>Children Friendly Spaces</td>
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<td>CYP</td>
<td>Child and youth peacebuilding</td>
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<td>DPCYP</td>
<td>DRC Partnership for Children and Youth in Peacebuilding</td>
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<td>DPST</td>
<td>DRC Partnership Steering Team</td>
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<td>DRC</td>
<td>Democratic Republic of Congo</td>
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<td>ESF</td>
<td>Encadrement sans Frontière</td>
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<td>FGD</td>
<td>focus group discussion</td>
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<td>HEDI</td>
<td>Health, Environment and Development</td>
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<td>LET</td>
<td>Local Evaluation Team</td>
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<tr>
<td>3M Evaluation</td>
<td>Multi-agency, multi-country, multi-donor evaluation</td>
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<td>PARDE</td>
<td>Parlement d’Enfants</td>
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<tr>
<td>PATRIR</td>
<td>Peace Action Training and Research Institute of Romania</td>
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<tr>
<td>PEREX-CV</td>
<td>Programme D’Encadrement et de Reinsertion Socio-Economique Des Ex-Combattants et Autres Vulnérables</td>
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<tr>
<td>SFCG</td>
<td>Search for Common Ground</td>
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<td>SGBV</td>
<td>Sexual and Gender-Based Violence</td>
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<tr>
<td>UJEOPAD</td>
<td>Union des Juristes Engagés pour les Opprimés, la Paix et le Développement</td>
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<td>UNOY Peacebuilders</td>
<td>United Network of Young Peacebuilders</td>
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Democratic Republic of Congo (DRC) has a young population with 68% being under the age of 25 (DRC, 2009) and 52% under 18 (UNICEF, 2014). The country as a whole, and the Eastern region in particular, has endured war and conflict for over two decades. In this context, youth and children sometimes take part in armed conflict – some volunteer to fight, while others are forced – and youth are mostly seen as either violent actors or as victims of the conflict. Most assistance to children and youth is therefore given either in the form of demobilization and reintegration programs, or relief to conflict-affected groups, whereas most efforts to change thoughts and action only target adult leaders. Yet, the majority of youth in DRC are non-violent actors, and children and youth are valuable resources in preventing violence and building peace and can be powerful agents of change. This report provides documentation of child and youth peacebuilding (CYP) efforts in Eastern DRC, reporting on CYP’s impact and exploring which CYP practices work better than others.

This report was produced by the Global Partnership for Child and Youth in Peacebuilding (launched in 2012), which initiated a multi-country evaluation of CYP, with DRC selected as one of the three countries to be evaluated, along with Colombia and Nepal. The Global Partnership seeks to improve, impact, and strengthen CYP practices. The Global Partnership of international NGOs, national and international CYP organizations, scholars, and supporters believe in young people’s key role in peacebuilding processes around the world.

A Global Steering Team consisting of representatives from World Vision International, Save the Children Norway, United Network of Young Peacebuilders (UNOY Peacebuilders), Search for Common Ground (SFCG), and Peace Action Training and Research Institute of Romania (PATRIR) managed the multi-country evaluation of CYP. A Save the Children’s representative served as the overall project manager. This multi-agency, multi-country, multi-donor evaluation became known as the 3M Evaluation.

The evaluation methodology used a participatory evaluation process, which involves local children, youth, and adults as evaluators in Local Evaluation Teams (LETS). The evaluation was primarily qualitative. Mixed methods, including focus group discussions (FGDS), visual participatory evaluation
tools with different age groups, online mapping, interviews, drawing, stories, and analysis of available secondary data were used throughout the evaluation process.

Two Global Evaluators worked with the Global Steering Team to design the implemented methodology in Colombia, Nepal, and DRC. A DRC Steering Team (DPST) was developed in September 2014, and consisted of representatives from Save the Children, Search for Common Ground, and World Vision. The DPST hired a DRC Evaluator and Evaluation Coordinator, identified five regions in which to complete the evaluation, formed Local Evaluation Teams (LETS), helped organize a four-day DRC Capacity Building Workshop to launch the process, and organized a five-day Data Analysis and Reflection Workshop.

In DRC, five evaluation sites were selected: Baraka and Bukavu in South Kivu, and Goma, Lubero, and Kitchanga in North Kivu. However, due to contextual challenges, the DPST decided to eventually decrease the number of evaluation sites to three, which led to the disbanding of evaluation sites at Baraka and Lubero. However, DPST members continued to work with both LETs via other partnerships (including UNOY Peacebuilders, PEREX’s partnership with Lubero, and SFCG’s continued involvement in Baraka). Children, youth, and adult supporters participated in the 3M Evaluation as evaluators, documenters, and analysts. Training and mentoring was provided to LET members throughout the process to ensure efficient and meaningful participation. The data collection began in January 2015 and continued through March.

During the evaluation process, LET members, the DRC Evaluator and Evaluation Coordinator, and the DPST identified several factors that hindered inclusive participation of children and youth. Time was a major factor that hampered the progress of the evaluation in DRC. Limited financial support and the voluntary nature of the evaluation were also substantial concerns for the LET members.

Eighteen organizations (3 in Bukavu, 9 in Goma, and 6 in Kitchanga) were evaluated for this report. Only some of these organizations have solely a peacebuilding mission. This report is focused upon initiatives meaningfully engaging children and/or youth as peacebuilders. In DRC, the study included three types of initiatives: 1) Child and/or youth peacebuilding initiatives, 2) general peacebuilding organizations with an initiative intentionally engaging children and/or youth in peacebuilding activities, and 3) general peacebuilding organizations unintentionally engaging child and/or youth as peacebuilders. All included FGDs focused upon CYP rather than upon peacebuilding in general.
Evaluation of Child and Youth Participation in Peacebuilding

CYP by these 18 organizations is centered on peace education on peace-related, socially relevant topics such as children’s rights, sexual and gender-based violence (SGBV), and peaceful cohabitation. Peaceful cohabitation is encouraged furthermore through the participation of children and youth in recreational activities such as vacation camps, clubs for children, and Children Friendly Spaces (CFS). Cohabitation moves beyond coexistence toward peaceful dynamic relationships within and between diverse groups. Moreover, several activities center on supporting vulnerable children and protecting children’s rights.

Children and youth participating in these peacebuilding activities have had four major impacts on peace. They contributed to 1) the development of aware and active citizens for peace; 2) reduced discrimination and increased peaceful cohabitation; 3) reduced violence; and 4) increased support to vulnerable groups.

Through participating in peacebuilding, children and youth became more aware and active citizens for peace. First, they changed their internal mindset to be more optimistic, caring about peace, and believing in a peaceful future. Second, they showed more personal commitment to peacebuilding and took individual action to build peace. Third, they became more responsible individuals who go about peacebuilding and other critical life tasks with more sincerity and interest. Before membership in peacebuilding organizations, it was common for children, especially boys 10 to 14 years old, to have no interest in peace or hope for a better future.

The most frequently highlighted changes children and youth gained through their peacebuilding activities were reduced discrimination and increased peaceful cohabitation between members of different ethnic groups. Ethnic hatred was especially pronounced in Kitchanga.

SGBV has been reduced in all three sites, and in Kitchanga, there has been additional success in peacefully resolving and reducing a number of individual land conflicts. Peacebuilding activities also had a recorded impact on the safe development and physical security of children and youth. Communities increasingly understand and know children’s rights and act accordingly.

Several key factors, which hinder or enable CYP impact, were identified. To varying degrees, each of these factors can both positively and negatively influence CYP depending on the context and how the factor is addressed or neglected. In DRC, financial and material support was highlighted as a crucial factor either enabling or hindering peacebuilding. Conflict, instability and insecurity stood out as a hindering factor. They hinder the implementation of
peacebuilding activities by exposing children and youth to dangers and risks. These also have a negative influence on people’s willingness to accept the message of peace.

Awareness raising, conflict sensitization, and campaigns among stakeholders turned out to be a significant enabling factor. Participants and LET members agreed that peace education was crucial in peacebuilding. Key stakeholders who have been sensitized to conflict and on peace show greater motivation, commitment, and support for CYP and peacebuilding. Key stakeholder motivation, commitment, and support were also identified as an important factor in CYP impact.

Attitudes, motivation, and commitment, as well as capacity, knowledge, and experience of children and youth are crucial factors. However, these were not sufficiently recognized by participants or LET members. Child and youth peacebuilders largely underestimate the role they play in peacebuilding. Consequently, they do not adequately recognize that motivation and capacity are crucial for positive CYP impact.

The quality of child and youth participation in peacebuilding in DRC depends largely on the type of peacebuilding initiative. Child and/or youth peacebuilding initiatives generally apply ethical standards when engaging children and youth as peacebuilders. Peacebuilding organizations with an initiative intentionally engaging children and/or youth in peacebuilding partially follow ethical standards, while organizations unintentionally engaging children and/or youth as peacebuilders generally do not respect ethical CYP participation.

Child and youth participants provided several recommendations of how to increase their impact on peacebuilding. Most recommendations were targeted to child and youth peacebuilders themselves. Some dealt with concrete actions they want to take to build peace; others with the need to improve capacity and motivation of peacebuilders. The majority of the remaining recommendations centered on gaining more support by agencies and donors supporting peacebuilding and/or other child and youth actions. Some key recommendations were:

- Expand opportunities for children and youth to come together, share experiences and ideas, and mobilize a larger numbers of child and youth peacebuilders.
- Clarify the meaning of peacebuilding and the roles children and youth play in peacebuilding to encourage increased responsibility and motivation to preserve in a highly complex field requiring long-term vision and hope.
■ Provide more education on peacebuilding and the concept of peace to communities at large.
■ Increase financial support for material and infrastructure, to recruit qualified personnel, and to increase the visibility, scale, and scope of activities.
■ Strengthen the capacity of young peacebuilders and peacebuilding structures.
PART ONE:
Introduction and methodology

This report is organized in 3 parts. Part 1 provides a brief introduction to the present state of child and youth peacebuilding (CYP), globally and in DRC. It then introduces the evaluation’s methodology, its application in DRC, and what was learned about the evaluation process. Part 2 shares key findings from the evaluation. It introduces the types of CYP initiatives evaluated, their impact, factors influencing their impact, and CYP quality. Part 3 offers CYP recommendations to different stakeholders, recommends future research, and concludes the report.

Part One Roadmap

Part 1 first introduces the Global Partnership for Children and Youth in Peacebuilding. After briefly examining the importance and present state of CYP, Part 1 explores the DRC context and its CYP history. Next, Part 1 introduces the Global Partnership for Children and Youth in Peacebuilding and explains this evaluation’s objectives and methodology, including how methods were developed, shared, and adapted in partnership with child and youth peacebuilders. Key considerations for ethical evaluations with children and youth are also highlighted. It then introduces the DRC Partnership For Children and Youth in Peacebuilding and explains how 3 different areas of eastern DRC were chosen for Local Evaluation Teams (LETS) including child, youth, and adult evaluators. The evaluation tools are introduced, including an online mapping platform (www.GPCYP.com/map), participatory focus group tools, case studies, stories, art and poems. Part 1 then details the quantity and quality of data collected in DRC and how data was documented and analyzed by child, youth, and adult evaluators. It concludes by exploring strengths and weakness of this participatory CYP evaluation process and offers recommendations for improving similar participatory research and evaluations in the future.

This report’s authors have intentionally taken significant space to explain and critically analyze the evaluation’s unique and inclusive methodological approach. Very little CYP research and evaluations exist. Much more CYP research and evaluation is urgently needed, particularly using participatory approaches. Therefore, findings on our methodological approach are some of the most significant contributions that can be offered to the CYP field at this point in time.
The Global Partnership for Children and Youth in Peacebuilding

This multi-country evaluation of CYP was initiated by the Global Partnership for Children and Youth in Peacebuilding. Launched in 2012, the Global Partnership is a community of practice bringing together international NGOs, national and international child/youth-led or child/youth-focused organizations, scholars and champions who believe in the key role young people play in peacebuilding processes around the world. The Global Partnership works collaboratively to support effective child and youth participation in peacebuilding at all levels. The partnership’s vision is to create a safe and enabling environment for children, adolescents and youth to contribute meaningfully to sustainable peace by influencing peace processes and initiatives.

Brief Background to Child and Youth Peacebuilding

Today, 43% of our world’s population is under 25 years old (UNICEF, 2014; United Nations, 2012, p.1). Two point two billion are under 18 and .85 billion are between 18 and 24. Notably, 88% of the world’s children live in developing nations (World Bank, 2013) and 1 billion children live in countries or territories affected by armed conflict – almost of the total world population (European Commission, 2014).

Over the last half-century, there has been a dramatic increase in armed conflict within the Majority World, the vast majority of which are intrastate conflicts rather than conflicts between states (Bracken and Petty 1998, 3, 9; UNICEF 2004, 163). Most of the poorest nations are experiencing a “major civil war” presently or have in their recent past. There is an unfortunate but compelling correlation between children, poverty, and ongoing cycles of intrastate armed conflict (UNICEF, 2011).

Research on “youth bulges” brings even greater clarity to these connections. Youth bulge theorists use demographic and historical evidence to show, when other variables are at mean, nations with large portions of their population between the ages of 15 and 24 (or 19)—as a portion of their population older than fourteen—have significantly increased risk of armed conflict (Ludwig, 2013; Urdal 2011a, 2011b). “[C]ountries experiencing youth bulges of 35% run three times the risk of conflict compared to countries with youth bulges equal to the median for developed countries, all other variables at mean (Urdal 2004, 9). Urdal’s research reveals that poor economic performance, combined with a youth bulge, can be particularly dangerous, though other variables are influential
Other research shows that about 86% of “all countries that experienced a new outbreak of civil conflict had age structures with 60 percent or more of the population younger than 30 years of age” (Cincotta and Leahy 2006). Nearly 65% of the Middle East is younger than 30 and has represented an area of particular concern for many years (Dhillon 2008; Dhillon and Yousef 2009). Thirty percent of the Middle East’s population is between the ages of 15 and 29, representing over 100 million people.

The authors believe that findings herein help build an understanding of how to better leverage the capacity of young people in higher risk contexts to avert the violent future that some predict for their nations and help build a more durable peace.

Too many countries are currently caught in cycles of violence that can last for decades (e.g. Burundi, Somalia, South Sudan, the Democratic Republic of Congo, Colombia, Afghanistan, Iraq) (Brainard and Chollet 2007; Collier 2003; Ndogoni et al. 2002). Majority World nations impacted by or at high risk of armed conflict are places where great changes in thoughts and actions are needed in order to break or prevent cycles of violence and the suffering it brings. Much research and everyday experience shows clearly that children and youth are more likely than adults to change their ideas and behaviour. A growing body of evidence suggests that, when given a chance, young people are able to make a valuable contribution for the benefit of themselves and their communities, and furthermore, they desire to do so (Hart, 2004, 4; McGill, 2012; O’Kane, 2003). Nevertheless, most assistance given to conflict affected countries goes toward providing basic relief aid and changing the behaviours of adult leaders (Veso 2008, p. 107; Boothby et al. 2006, p. 143; Hart 2004, p. 4). Such efforts are important, but they neglect to leverage an enormous natural resource that is abundantly available within these contexts—the young people themselves.

Children and youth’s demographic abundance and greater malleability, along with powerful child and youth peacebuilding examples, suggest that they may be able to provide peacebuilding energy and actions that significantly accelerate the shifts needed to achieve and sustain durable peace in contemporary contexts impacted by or at high risk of armed conflict. In this way, young people may serve as a demographic bonus or dividend even if dependency ratios in their country have not yet decreased.

Regrettably, young people in these contexts are too often primarily viewed as the problem, at least a large part of it, rather than as valuable assets for peace. Seeing youth as the primary violent actors in armed conflict can contribute to the misconception that they are primarily a problem, that is, if one simultaneously disregards the fact that the large majority of young people in these contexts are not violent actors. With the scope of the challenge before us, it is worth seriously considering a paradigm shift in the way we go about addressing most contemporary conflicts and post-conflict contexts. An important beginning is to cease viewing young people “negatively, as problems to be dealt with rather than potential to be tapped” (Brainard and Chollet 2007, p. 12-13).

Development workers, researchers, and even governmental and intergovernmental institutions are beginning to see the potential of children and youth as valuable resources to prevent violence and build peace (Magnuson and Baizerman 2007; Kamatsiko 2005, p. 12; Brainard and Chollet 2007, p. 13; McEvoy-Levy 2006; Feinstein et al., 2010; Nosworthy, 2009; Schwartz 2010; Save the Children 2008; Save the Children 2012; McGill 2012; O’Kane et al, 2013). Boothby et al acknowledged the complexity of conflict affected contexts and argued that, “The agency of youth in war and postwar

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2 “Over 70% of the perpetrators of the 2007/8 post-election violence in Kenya were youth (EDC, 2009). Yet only 5% of Kenyan youth engaged in the violence. This highlights the reality that while youth often play major roles in violent conflict, it is typically only a small fraction of the youth population who become involved” (Mercy Corps, 2011, p.3).
situations is multidimensional and extremely influential. Young people's actions, and their collective narrations of those actions, influence how conflicts are experienced, remembered, transmitted across generations, and, potentially, transformed” (2006, p. 133-134). The conflict-transforming power of young people is not only in their demographic abundance and learning abilities, but also in their energy, “their natural idealism and innovation,” and their creativity, that is actually nurtured as they seek survival in “vulnerable and precarious situation” (Boothby et al. 2006, p. 149).

The tide is just beginning to turn toward a more normative acceptance of the critical role youth participation in peacebuilding, though, regrettably, acceptance of the valuable role of child peacebuilders lags slightly behind. For example, the UN Inter-Agency Network on Youth Development (IANYD) has an active Working Group on Youth Participation in Peacebuilding, co-chaired by the United Nations Peacebuilding Support Office (PBSO) and Search for Common Ground. In 2014 the working group developed the Guiding Principles on Young People’s Participation in Peacebuilding.³ This working group consists of members representing a number of UN entities, non-governmental organizations, academics and youth-led organizations. There is also a growing push for a United Nations Security Council Resolution on Children, Youth, Peace and Security (Save the Children 2012, 2013a; UNOY Peacebuilders 2013).⁴ Additionally, in August 2015, the HRH Crown Prince of Jordan will convene a Global Forum on Youth, Peace and Security in Amman, Jordan during the Security Council Session on Youth, Countering Violent Extremism and Promoting Peace. These are just a few global level examples of the growing wave of support for child and youth peacebuilding. There are many more national and local level examples. At the same time, there remains a great gap in documentation of CYP impact and which CYP practices work better than others. This report seeks to help fill that gap.

Background to Child and Youth Peacebuilding in the Democratic Republic of Congo

Democratic Republic of Congo’s (DRC) population is 52% children younger than 18 years old (UNICEF, 2014). Eastern DRC has been ravaged by war and violence since the mid-1990s. Several illegal armed groups and army units are responsible for persistent human rights abuses and widespread insecurity. Civilians carry a great burden of the ongoing conflicts. Intercommunity tensions are high in many places, and conflicts erupt over land and access to political power (IA 2010, p. 5). Politicians and other persons with influence often manipulate existing tensions in order to ensure continued status quo to safeguard their privileges (SFCG 2014, p. 22). Sexual violence is widespread, especially during armed confrontations, but gender-based violence is also pervasive when it comes to economic opportunities, inheritance, access to land, and early marriage (HHI 2009, p. 22 and 2010; HRW 2009, p. 37; IA 2012,p. 22; SFCG 2014, p. 34).

³ Read more on the guiding principles here https://www.sfcg.org/guidingprinciples/.
Areas are affected by conflict and violence differently based on accessibility and population density. Illegal armed groups especially active in remote areas where state security forces are less present (SFCG 2014, p. 21). However, strong illegal armed groups have in the past also threatened and marched into and controlled the provincial capitals of North and South Kivu. Most recently, an armed group called M23 took over Goma in November 2012 for eleven days before they gave up the city again (BBC, Nov. 20, 2012; BBC, Dec. 1, 2012). Rural zones are clearly more prone to land conflicts. Illegal activity such as illegal taxation, arbitrary arrests, criminality, and widespread impunity are everywhere (SFGC 2014, p. 19; HHI 2009, p. 23; UN Mapping Report 2010, par. 79, 651, 929 and 974).

For this report, three sites were evaluated: The cities of Goma and Bukavu, which are the provincial capitals of North and South Kivu respectively, and Kitchanga, a small town in the territory of Masisi in North Kivu, which is a three-hour, bumpy car-ride west of Goma. The road conditions are bad and sometimes impassable by car when there is a lot of rain. Kitchanga has a turbulent conflict history, and is still plagued by high inter-community tensions and the risk of renewed violence. Communities fight over access to land and political power; stereotypes and prejudice reign. Several armed confrontations between illegal armed groups as well as state security forces have taken place in Kitchanga over the last decade, and fear of renewed eruption of war is high (SFCG 2014, p. 21). Goma and Bukavu have also experienced war and the presence of illegal armed actors in the past (Weiss 2000, p. 13). Presently, current and former members of rebel groups live in the two cities, disguised as civilians. Furthermore, both cities are plagued with high levels of petty crimes, the presence of corrupt state officials and policemen, and the consequences of armed conflict in close proximity, including recurrent arrivals of large numbers of internally displaced persons.

These conflicts and forms of violence affect children and youth in Eastern DRC in different ways. They grow up in a climate of high insecurity and confusion, with little vision for a better future, as child and youth evaluation participants asserted. Young people are especially at risk of forceful recruitment into illegal armed groups (MONUSCO 2015, p. 6). Others join voluntarily, seeing membership in an armed group as their best way out of poverty (SFCG 2013, p. 17). Politicians also manipulate young people for electoral purposes (Oxfam 2015, p. 5). Girls and young women face further risks and discrimination. They have less access to land, economic opportunities and decision-making power, and are mainly excluded from inheritances (IA 2012, p. 22). Armed men use them as sex slaves (HRW 2014) while some civilians, such as bar owners, use them as sex laborers, as will be discussed in this report.

Numerous children and youth in Eastern DRC respond to this unstable and insecure environment by becoming active peacebuilders. This is certainly not an easy task in a society where children and youth have a marginal status due to cultural and paternalistic politics (Mbaenda 2013, p. 196). Traditionally, youth and children in DRC are mostly seen as either violent actors or victims of violence, and not so much as agents of positive change. Furthermore, little literature exists looking at children and youth as active participants in peacebuilding in DRC (Tarter 2011; Schwartz 2010). Guelord Mbaenda showed that youth in the DRC hold the key to strengthening social cohesion when conflicts rage (2013, 203). He analyzed youth clubs that were successfully used as a tool of systematic social capital building. Unfortunately, while acknowledging DRC organizations who have engaged young people as peacebuilders, Eastern DRC’s CYP experience is quite weak.

As this report will show, most children and youth’s peacebuilding activities in Eastern DRC are centered at the family, school, and community levels. They frequently focus on tangible conflicts that affect them in their daily lives and that they feel they can change.
3M Evaluation Objectives and Methodology

The Global Partnership seeks to improve CYP practices and impact and strengthen the evidence supporting CYP and related best practices. Toward this end, this multi-agency, multi-country, multi-donor evaluation (3M evaluation) was undertaken with the following objectives:

1. Map who is doing what and where to support CYP.
2. Nurture durable partnerships increasing CYP quantity, quality and impact.
3. With children and youth, assess the quality and impact of child and youth participation in peacebuilding and variables influencing CYP impact.
4. Build the capacity of children and youth to meaningfully participate in CYP evaluations.
5. Present key findings and recommendations to stakeholders to help increase the quantity, quality and impact of CYP work.

Implementation Structure and Evaluation Methodology Development

The 3M Evaluation was overseen by a Global Steering Team consisting of representatives from World Vision International, Save the Children Norway, United Network of Young Peacebuilders (UNOY Peacebuilders), Search for Common Ground (SFCG) and Peace Action Training and Research Institute of Romania (PATRIR). Save the Children’s representative also served as the overall project manager. The 3M Global Steering Team hired two Global Evaluators. These evaluators worked with the Global Steering Team to design and agree the methodology to be used in Colombia, Nepal and the Democratic Republic of Congo. These three countries were selected by the Global Partnership Steering Team members taking into consider the following criteria: 1) Countries affected by armed conflict; 2) Diversity in terms of geography, religion, socio-political contexts; 3) Countries where at least two agencies of the Steering Team were actively involved in supporting CYP initiatives; and actively interested to collaborate in the participatory evaluation process.

The evaluation methodology supported a participatory evaluation process involving children, youth and adults as evaluators in Local Evaluation Teams (LETs). The evaluation was primarily qualitative. A multi-method approach was applied, which includes focus group discussions (FGDs) using participatory evaluation tools with different age groups, online mapping, interviews, drawing, stories and analysis of available secondary data. Visual participatory evaluation tools including a Timeline, and a before and after Body Map, were adapted (Save the Children, 2014) and applied to help “capture complex social change processes and illuminate interactions between interventions and the context” (OECD, 2012, p.32). Visual participatory tools used during FGDs offered increased opportunities for participants of different ages, especially younger participants, to interact and share their views, experiences and feelings concerning child and youth participation in peacebuilding (O’Kane, 2008; Kitzenger, 1994). The Reflecting on Peace Practice approach (CDA Collaborative Learning Projects, 2009) also provided useful frameworks for analyzing the impact of CYP initiatives which were selected as case studies (see Appendix One). Furthermore, the Guiding Principles on Young People’s Participation in Peacebuilding (Sub Group on Youth Participation in Peacebuilding, 2014) and Basic Requirements for Quality Children’s Participation (Save the Children,
2014) informed the development of 8 indicators to assess the quality of child and youth participation in peacebuilding (see Appendix Three).

The Global Evaluators enabled the development of Country Partnership Steering Teams in each of the 3 countries. These Country Steering Teams took on the responsibility of developing Country Partnerships for Children and Youth in Peacebuilding and an initial project conducting the 3M Evaluation in their country. The 3M Evaluation process included: hiring a fulltime Country Evaluator, considering the necessity of hiring a Partnership Coordinator, identifying 3 to 4 regions within each country in which to complete the evaluation, establishing Local Evaluation Teams (LETs), identifying LET Coordinators, organizing a 4-day National Capacity Building Workshop to launch the process, and in the latter phase organising a 5 day Data Analysis and Reflection Workshop to process all the data collected.

An Evaluation Protocol, ethical guidelines, participatory evaluation tools, forms, information leaflets and other documents were provided to support Country Steering Teams and evaluators when implementing the methodology. All evaluation participants were required to sign Informed Consent Forms and all evaluators were required to sign the Evaluators Code of Conduct and Behaviour Protocol, which included adherence to child safeguarding policies. Furthermore, Global Evaluators helped facilitate National Capacity Building Workshops, and had regular calls with the Country Evaluators, to mentor and support the evaluation process, paying particular attention to quality and ethical evaluation practice.

Evaluation Limitations

The Evaluators recognise a number of limitations to the methodology including:

- In DRC, three types of initiatives were included in this study: (1) initiatives involving child and/or youth peacebuilding organizations, (2) general peacebuilding organizations with an initiative intentionally engaging children or youth in peacebuilding activities, and (3) general peacebuilding organizations unintentionally engaging child or youth as peacebuilders. All included FGDs focused upon CYP rather than upon peacebuilding in general. All included FGDs focused upon CYP rather than peacebuilding in general. An organization could have more than one CYP initiative.

- Most initiatives evaluated lacked baseline data on CYP quality and impact. Furthermore, due to complexity of undertaking evaluations of multiple initiatives to examine their cumulative impact, it was also not feasible to gather data from control groups. In the absence of baseline data and control groups, the importance of triangulating data from different sources and evaluation methods was crucial to ensure valid and robust findings.

- There was limited sub-context conflict analysis. However, a conflict analysis problem tree tool was used by LET members to provide insights and analysis into conflict and violence issues affecting them. Furthermore, Country Evaluators were chosen partly because of their contextual knowledge. They also reviewed conflict analysis reports and CYP initiatives’ conflict analysis documents.

- A user updated online platform was intended to broadly map and analyze the location, type, quantity and quality of CYP initiatives across each country. As described below, a web platform was developed for such purposes, but technical challenges led to delays that prevented its effective use during this evaluation (see www.GPCYP.com/map).

- Time and financial constraints greatly limited the amount of data collected, the number of initiatives evaluated, the number of countries in which the evaluation was conducted, and more quantitative data analysis using research software. Saturation within each age grouping for each initiative was not reached. Furthermore, enough CYP initiatives in each
country were not evaluated to ensure findings were representative of CYP initiatives in each country.

**Evaluation Terms and Participants Defined**

**Peacebuilding:** work to prevent, stop, or heal the occurrence of any form of violence. Peacebuilding includes reconciliation, non-violence, or conflict-transformation efforts and preventing or limiting violence.

This evaluation uses the above definition of peacebuilding while recognising that it can be carried out at the individual, family, community, sub-national, national, and global levels. This evaluation focused upon Majority World contexts affected by armed conflict.

Recognizing that different cultures and organizations define groups of young people differently, this evaluation refers to child and youth peacebuilding (CYP) generally as peacebuilding efforts of any person under the age of 30.

Evaluation participant data was organized in the following four groupings. FGDs were conducted separately with these groups.

<table>
<thead>
<tr>
<th>PARTICIPANT GROUPINGS DEFINITIONS</th>
<th>TERM USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 10 - 14 year old girls and/or boys participating in peacebuilding initiatives</td>
<td><em>child</em></td>
</tr>
<tr>
<td>2) 15 - 17 year old girls and/or boys participating in peacebuilding initiatives</td>
<td><em>adolescent</em></td>
</tr>
<tr>
<td>3) 18 - 29 year old female or male youth participating in peacebuilding initiatives</td>
<td><em>youth</em></td>
</tr>
<tr>
<td>4) 18+ year old adults supporting child or youth peacebuilding initiatives</td>
<td><em>adult supporters</em></td>
</tr>
</tbody>
</table>

In this report, the term “evaluation participants” or “participants” refers to participants from all four groupings above. “Child participants” refers to those 10 to 14 year old those alone. “Adolescent participants” or “adolescent” refers to those 15 to 17 year old alone. “Youth participants” are those from 18 to 29 year old alone. “Adult supporters” are participants 18 and older who support child and/or youth peacebuilders.

Efforts were made to include an equal number of boys and girls in FGDs and to reach children and youth from the most marginalized backgrounds, including those from ethnic or social minorities.

Furthermore, Body Map FGDs were conducted separately with female and male children and youth to ensure space for gender sensitive expression of views and experiences. Body Maps were conducted in male and female mixed groups with CYP adult supporters. Disaggregated data analysis and triangulation of data from different sources and methods helped increase reliability and validity of findings, with attention to gender, age, and other diversity factors.
Key Considerations for Ethical Evaluations with Children and Youth

- Ensure effective communication and coordination systems are in place with all stakeholders from local to international levels
- Ensure Country Partnership Steering Team members have understood and signed their organization’s Child Protection Policy or a similar Code of Conduct
- Assess the risks to participants before you begin the research and make sure you have strategies to deal with or minimize any risks
- Plan research and evaluation activities at times that suit participants and do not interfere with their school work or other important responsibilities
- Ensure evaluators have access to the materials and support they need to carry out their research and evaluation activities safely and effectively
- Ensure all participants have given their informed consent to their involvement, and understand how their contributions will be used, and that they can withdraw their consent at any point
- Ensure parents/guardians understand, accept and support the process that their children are involved in and that they give their consent
- Seek necessary permission from key community elders to organise evaluation activities with children, youth and/or adults in their community and sensitise adults about the important roles children and youth are playing as evaluators
- Respect the privacy and anonymity of participants during the evaluation processes – while being prepared to deal with any disclosures
- Ensure participant’s views and experiences remain anonymous and confidential in written documents or reports – particularly if negative experiences are shared
- Prepare to make referrals when participants need immediate support or protection, especially in relation to distress or disclosure of traumatic events
- Ensure methods are used which allow each participant to actively participate according to his/her age and abilities
- Ensure issues of discrimination are dealt with and that the research is conducted in a non-discriminatory and inclusive way allowing voices of marginalized groups to be heard on an equal basis
- Wherever ambiguous, confirm the intent of participant’s spoken or written words or drawings
- Address issues of material or symbolic rewards and potential costs for participation in a transparent and fair way and that manages expectations well
- Give quality feedback to all those involved, including the wider community

The DRC Partnership for Child and Youth in Peacebuilding

As a national structure of the Global Partnership, the DRC Partnership for Children and Youth in Peacebuilding (DPCYP) was formed in September 2014, involving different organizations supporting child and youth peacebuilding in the DRC. It included Save the Children, Search for Common Ground, MERD, Programme D’Encadrement et de Reinsertion Socio-Economique des Ex-Combattants et Autres Vulnerables (PEREX-CV), and World Vision. The 3M evaluation was the DPCYP’s first project. Save the Children, Search for Common Ground (SFCG), and World Vision formed the DPCYP Steering
Team (DPST) with the role of supporting the 3M Evaluation with advice, direction, and action planning. The DPST was responsible for selecting the DRC Evaluator and other support staff, geographic areas, Local Evaluation Teams (LETs), organizations to be evaluated, as well as the three case study organizations. SFCG played a particularly strong role accompanying the evaluation by overcoming methodological challenges and other concerns associated with the 3M Evaluation.

Selection of Geographic Areas

The evaluation began in five different sites in North and South Kivu, namely in Baraka, in the territory of Fizi in South Kivu, Bukavu, the provincial capital of South Kivu, Goma, the provincial capital of North Kivu, Kitchanga, in the territory of Masisi in North Kivu, and Lubero, in the territory of Beni in North Kivu. Four criteria were used to select these sites: (1) Rural and urban settings; (2) accessibility; (3) conflict magnitude; and (4) presence and willingness of organizations and partners to support the evaluation.

Conflicts and violence in Eastern DRC are complex and affect children and youth in urban and rural, remote and more accessible sites differently. This evaluation attempts to illuminate CYP activities in these diverse contexts, hence, more easily accessible and the urban centers, Bukavu and Goma, as well the more rural, remote, and less accessible sites, Baraka, Kitchanga, and Lubero, were chosen as evaluation sites. These five sites were also selected because of the presence and experience of the different DPST members and partners there (World Vision in Bukavu, MERD in Fizi, SFCG, Save the Children in Kitchanga, and PEREX-CV in Lubero).

As the evaluation went on and faced a number of contextual challenges, on 28th January 2015, the DPST together with the Global Evaluators decided they were unable to
complete the evaluation in all five LET areas on time and within budget. LET support was narrowed to Bukavu, Goma and Kitchanga. The largeness of the country, poor transport infrastructure, along with other challenges, limited coverage of areas more afield. The two more accessible urban sites, Bukavu and Goma, and Kitchanga, where the LET was most productive in the evaluation thus far, were retained.

Selection of Local Evaluation Teams (LETs) and CYP Initiatives to be Evaluated

The DPST proceeded to choose candidates to form Local Evaluation Teams (LETs) composed of children, youth, and adult supporters from different local peacebuilding organizations and to identify local peacebuilding organizations to be evaluated. The DPST member and partner organizations selected the LET members in the area where they have most experience. SFCG developed a ToR for selecting LET members, which it shared with the other organizations who developed similar ToRs. Criteria included inclusion (gender, age, religion, ethnicity, marginalized children and youth, people with special needs, economic situation); activity in CYP initiatives; experience in research and evaluations; credibly, impartiality, and non-violence; and capacity, availability, and willingness to volunteer. Child, youth, and adult applicants completed a written test and interview.

Six to eight members of each LET (6 from Goma and Bukavu each, 7 from Kitchanga, 8 from Baraka and Lubero each) participated in a four-day DRC Capacity Building Workshop in Goma in November 2014 where they prepared for the evaluation. Unfortunately, challenges in the preparation resulted in the actual workshop being only just over two days. During the workshop, each LET elected their LET Coordinator (focal point) for the entire evaluation process. Immediately after the workshop, the LET members were asked to identify additional candidates for a total of 12 members per LET.

<table>
<thead>
<tr>
<th>Districts</th>
<th>10-14</th>
<th>15-17</th>
<th>18-29</th>
<th>Adult supporters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bukavu</td>
<td>0 M</td>
<td>0 F</td>
<td>5 M</td>
<td>2 F</td>
<td>12</td>
</tr>
<tr>
<td>Goma</td>
<td>1 M</td>
<td>0 F</td>
<td>4 M</td>
<td>0 F</td>
<td>12</td>
</tr>
<tr>
<td>Kitchanga</td>
<td>0 M</td>
<td>2 F</td>
<td>4 M</td>
<td>2 F</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>1 M</td>
<td>2 F</td>
<td>12 M</td>
<td>15 F</td>
<td>36</td>
</tr>
</tbody>
</table>

Several difficulties occurred during the data collection phase that were linked to the selection of the LET members and evaluated organizations and impacted the entire evaluation process. First, no mapping of CYP initiatives was conducted, and thus, some peacebuilding organizations without CYP focused initiatives were selected for evaluation. Second, the protocol to select LET candidates who had considerable CYP experience was not strictly followed. Consequently, several LET members had limited CYP knowledge and very little to no experience in data collection and data analysis. Also, not enough attention was paid to children’s inclusion, as stipulated by the Evaluation Protocol.
DRC Capacity Building Workshop

The DPCYP organized a four-day “listening and learning-DRC Capacity Building Workshop.” One of the two Global Evaluators facilitated the workshop with support from the DRC Evaluation Coordinator and a member of the Global Partnership Steering Team. 35 LET members (1 child, 5 adolescents, 22 youth, and 7 adult supporters of which 12 were female and 23 male) participated in the workshop. Participants were trained to use participatory data collection tools (i.e. Timeline, Body Map, and Children and Youth in Context FGDs), apply ethical standards, complete observation and consent forms, reliably record data, and respond to ethical dilemmas. LETs also planned their activities around LET members’ and evaluation participants’ availability (e.g. school, family, and work responsibilities), availability and practicality of venues, participant diversity (e.g. gender and age groups), risks and security concerns, and financial and material resources needed. Due to challenges in the preparation, the workshop was condensed into 2.5 days. For this, and other reasons, some 3M evaluation tools were not used in DRC. This allowed more time to train and coach DRC LETs on the tools that were used.

The LETs organized smaller workshops immediately after the workshop to pass on their newly acquired knowledge to their colleagues. Additionally, two one-day workshops were organized in March to review the two essential tools, Timeline and Body Map, and Children and Youth in Context, which was used for the case studies.

Overview of 3M Evaluation Tools

Online Mapping. In addition to using the Participatory Evaluation Tools, the Global Partnership also collaborated with other agencies to expand an existing web platform, which allows users to add information on who is doing what and where to support children and youth as peacebuilders. The platform allows users to record information on different types of CYP work, when and where the work was conducted, and the number of young people from different age groups involved. It also allows the importing of peace and violence indicators. Development delays prevented use of the platform until the end of our evaluation process. See more and register CYP initiatives here: www.GPCY.com/map.

Focus Group Discussions (FGDs). Several evaluation tools were designed for FGDs facilitated among a group of 4 – 12 participants involved with a particular CYP initiative. The Timeline and Body Map were intended to be essential tools in FGDs, which would be used multiple times with each different evaluation participant group, for each CYP initiative evaluated. The Children and Youth in Context and Pots and Stones FGDs were primarily intended for use with case studies. The boxes below provide greater descriptions of each tool. Evaluators were encouraged to: (1) complete FGDs in approximately 90 minutes, (2) give participants individual quiet reflection time before each question was then considered as a group, and (3) have two to three facilitators conduct each FGD together.

5 The tools were adapted from Save the Children (2014) A Toolkit for Monitoring and Evaluating Children’s Participation. Save the Children, Plan International, Concerned for Working Children, World Vision and UNICEF.
Part One: Introduction And Methodology

Essential Tool: Timeline FGD

The Timeline FGD explored the history, developments, successes, and challenges of a CYP initiative over time. Participants identified success factors and shared their ideas to improve the impact of their peacebuilding initiatives. A initiative timeline was drawn horizontally on a long paper. The initiative’s name and start date was noted near the left end of the line and the current date near the right end of the line. A short group conversation revealed 3 - 4 key peacebuilding activities of their CYP initiative. Activities were then placed on the Timeline as reference points to help consider key successes, challenges, and impact.

Qu1. What have been your main activities to build peace or reduce violence?
Qu2. What are this initiative’s peacebuilding successes?
Qu3. What were this initiative’s peacebuilding challenges?
Ask participants to identify one to three successes they think are most significant.
Qu4. What made these successes so successful?
Qu5. [If time] What would increase [children’s/youth’s] peacebuilding impact?

Essential Tool: Body Map FGD

The Body Map FGD used body parts to explore changes in child and youth experiences before and after their participation in a particular peacebuilding initiative. It explored positive, negative, and unexpected outcomes and impact of their participation. A participant’s body was outlined on paper and a vertical line was drawn down the middle of the body. The left-hand side represented the child or youth peacebuilder BEFORE participation in this particular peacebuilding initiative and the right-hand side represented him/her now, AFTER participation in the peacebuilding initiative. Questions were adapted for adult supporters to focus on changes of the CYP initiative participants.

Qu1. What are the changes due to child and youth participation in peacebuilding?
   HEAD: What are changes in your knowledge or thoughts or what others think of you?
   EYES: What are changes in the way you see your family, community, school or society?
   EARS: What are changes in how you are listened to, how you listen to others, or what you hear?
   MOUTH: What are changes in the way you communicate with peers, parents, caregivers, teachers or others?
   SHOULDERS: What are changes in your responsibilities?
   HEART: What are changes in your feelings or in the way other feel about you?
   HANDS & ARMS: What are changes in your activities? What are changes in how adults or children/youth treat you?
   FEET & LEGS: What are changes in where you go?
   OTHER: Feel free to write or draw changes to any other parts of your body.

Qu2. Which changes built the most peace or prevented the most violence? Why?
Qu3. What can children/youth do to improve the impact of their peacebuilding initiatives?
**Children and Youth in Context FGD**

Children and Youth in Context used a diagram of children and youth in the context of their families, schools, community/district and national contexts to help identify their peacebuilding impact. This tool helped: (1) identify objectives of CYP initiatives at different levels; (2) analyse positive or negative, expected or unexpected impact at different levels; and (3) identify other data sources to verify CYP impact.

Concentric circles were drawn on very large paper representing different impact levels. 2-4 objectives were placed in the most relevant circle as reference points to consider impact.

Qu1. What are this initiative’s peacebuilding objectives at different levels?

Qu2. What changes has your CYP initiative made at different levels?

Qu3. What is the nature of the change - negative change, no change, some positive change, or much sustained change?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negative Change or harm from CYP</td>
<td>No change from CYP</td>
<td>Some positive change from CYP</td>
</tr>
</tbody>
</table>

Qu4. What evidence is there for the most significant changes noted?

Qu5. Which children and youth have most or least benefitted from this peacebuilding initiative? (optional)

Qu6. What can children/youth do to improve the impact of their peacebuilding initiatives? (optional)

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**Image: Village of Peace**

*Picture by a 14 year old boy from Kitchanga titled “Village of Peace”*
Draw and Writes, Poems and Stories on “Peace and Violence: Choices and Change” was an optional individual activity that allowed participants to share more about their CYP experiences and feelings, choices they faced to engage in peace or violence, or changes arising from peacebuilding or violent experiences. Participants could draw and write more about a FGD or interview question, their own question, or one those given below.

- What are your personal motivations and choices to engage in peacebuilding or violence in your community, school, family, workplace, or nation?
- What child and youth peacebuilding efforts bring the greatest peacebuilding impact?
- What changes occur when children or youth participate in violence?
- What would increase the peacebuilding impact of children and youth?

Case Studies provided more detailed information and analysis of the quality and impact of key CYP initiatives identified through the initial evaluation process. The LETs, Country Evaluator, Country Partnership Steering Team, and Global Evaluators were involved in a participatory process to select CYP initiatives considered “most effective” in building peace, and possibly, initiatives considered least effective. All tools described herein were to be used to collect data for case studies. Additionally, the Reflecting Peace Practice Matrix (CDA Collaborative Learning Projects, 2009) was also applied to better understand conflict issues addressed, the vision, and the extent to which: (a) individual and socio-political changes were supported through the initiative; and (b) whether more people and key people were involved.

A Data Analysis and 4 Day Data Analysis and Reflection Workshop in each country brought together LET members, Country Partnership Steering Team members, 3M Global Steering Team members, the Country Evaluator, and Global Evaluators. Children and youth were supported and encouraged to play active roles as facilitators, presenters, analysts, and advocates in this workshop. Workshop objectives included:

- reflect on key learnings from the participatory evaluation process
- present, dialogue, and analyse key data concerning each evaluation topic
- analyze data disaggregated by gender, age, ethnicity, and other relevant factors to better identify significant findings concerning CYP quality and impact
- identify key messages from participants on gaps and needs to strengthen CYP
- develop key practical and strategic recommendations to strengthen CYP
- plan ongoing efforts to strengthen the Country Partnership for CYP with support of the Country Partnership Steering Team
- plan evaluation feedback, dissemination, advocacy, and action planning at a range of levels

Applying 3M Evaluation Tools in the DRC

From January to March 2015, the three LETs in Bukavu, Goma, and Kitchanga organized focus group discussions (FGDs). A total of 29 organizations were evaluated, and 95 FGDs were organized. Due to insufficient quality of some data, and that some organizations lacked CYP related initiatives, 11 organizations and 19 FGDs were not included in the final analysis of DRC data. Hence, this report incorporates data on 18 organizations and 76 FGDs, and data from other methods described above, such as interviews and secondary sources. After evaluation challenges encountered early on, many related to the poor understanding of the evaluation tools, LETs were provided with more regular and close supervision, support, and additional training starting in March. A new DRC Evaluator
started in March and worked closely with the DRC Evaluation Coordinator to rectify misunderstanding of LET members.

Due to the multiple challenges early in the evaluation process, a large amount of data needed to be collected within only one month’s time. This put pressure on LETs, the DRC Evaluator, and the DRC Evaluation Coordinator, and required much creativity and endurance in order to complete the required work on time. The DRC Evaluator, together with the Evaluation Coordinator, ensured continued LET commitment and motivation despite ongoing contextual challenges. Close collaboration between the DPST, DRC Evaluator, Evaluation Coordinator, SFCG, Global Evaluators, and the Global Partnership Steering Team allowed the evaluation to be finished on time and according to the highest quality standards possible.

Between January and March 2015, the LETs implemented the two essential participatory evaluation tools, namely Timeline and Body Map, to assess the quality and impact of child and youth participation in peacebuilding. Additionally, FGD participants and other children and youth of peacebuilding organizations were encouraged to draw and write about their participation in peacebuilding and/or in violent conflicts.

As a third evaluation tool, Children and Youth in Context (CYC) was implemented in three case studies to gather further data on impact. Eight Children and Youth in Context FGDs were organized per case study. Due to the insufficient quality of the methodology applied, the final analysis included only two FGDs in Bukavu.
See table 2 for detailed breakdown of FGDs completed and used in the analysis. For FGD participant numbers divided by gender, age group, role, and location, see tables 3 and 4.

**TABLE 2:** Number of valid FGDs and Draw and Write activities completed by tool and participant group

<table>
<thead>
<tr>
<th>TOOL:</th>
<th>10-14 years old</th>
<th>15-17 years old</th>
<th>18-29 years old</th>
<th>18+ adult supporters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>0</td>
<td>13</td>
<td>11</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>Body Map</td>
<td>16</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Children and Youth in Context</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL Numbers of FGDs</strong></td>
<td><strong>20</strong></td>
<td><strong>28</strong></td>
<td><strong>19</strong></td>
<td><strong>9</strong></td>
<td><strong>76</strong></td>
</tr>
<tr>
<td>Draw and Writes only</td>
<td>73</td>
<td>48</td>
<td>11</td>
<td>0</td>
<td>132</td>
</tr>
</tbody>
</table>

**TABLE 3:** FGD participants only, by gender, age, role, and location. Participants are only counted once in this table though some participants participated in multiple evaluation activities.

<table>
<thead>
<tr>
<th></th>
<th>10-14</th>
<th>15-17</th>
<th>18-29</th>
<th>18+ adult supporters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchanga</td>
<td>12</td>
<td>28</td>
<td>37</td>
<td>48</td>
<td>177</td>
</tr>
<tr>
<td>Goma</td>
<td>28</td>
<td>19</td>
<td>13</td>
<td>6</td>
<td>130</td>
</tr>
<tr>
<td>Bukavu</td>
<td>19</td>
<td>15</td>
<td>9</td>
<td>14</td>
<td>101</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>59</td>
<td>62</td>
<td>59</td>
<td>68</td>
<td>408</td>
</tr>
</tbody>
</table>

**TABLE 4:** Draw and Writes participants by gender, age, role, and location

<table>
<thead>
<tr>
<th></th>
<th>10-14</th>
<th>15-17</th>
<th>18-29</th>
<th>18+ adult supporters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Kitchanga</td>
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<td>0</td>
<td>5</td>
<td>12</td>
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<td>22</td>
<td>25</td>
<td>13</td>
<td>18</td>
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</tbody>
</table>
Children, Youth, and Adult Engagement in Documentation and Analysis Process

Role as evaluators.

Children, youth, and adult supporters participated in the 3M Evaluation as evaluators, documenters, and analysts. Training and mentoring was provided to LET members throughout the process to ensure efficient and meaningful participation. They were specifically trained as evaluators during the DRC Capacity Building Workshop, and in subsequent smaller sessions where tools were reviewed. Additional mentoring happened throughout the evaluation process by the DRC Evaluator and DRC Evaluation Coordinator.

Role as documenters.

LET members were supported in accurately documenting the data collected throughout the evaluation process. LET members ensured systematic use of Individual Codes by FGD participants. Codes protected participant identity and allowed more efficient comparison of results from different tools, as well as easier inclusion of diversity factors such as age groups, gender, and geographic scopes. Each participant’s contribution or evaluator’s observation were accompanied by their codes.

LET members also filled out Standard Observation and Documentation Forms to keep track of participants involved and factors influencing the evaluation. Some LET members helped transcribe FGDs. In early March, due to time pressure and the need for reliable documentation, the DRC Evaluator and DPST employed a Database Manager to transcribe, verify previously transcribed data, and translate documents.

Towards the end of the data collection phase, the three LET Coordinators came to Goma to work closely with the DRC Evaluator and Database Manager to complete transcriptions and translations, organize data, and assign correct Activity Codes to FGDs. Activity Codes were used to help file, find, and cite evaluation activities during evaluation and analysis. Activity Codes consist of a unique 10 digit code including the country number, initials of the tool used, participant age group, gender of participant(s), initials of the city/village where the activity took place, and the number of times the tool was used in this particular city/village.

Role as analysts.

Mid-April 2015, the DRC Evaluator, Evaluation Coordinator, and the DPST organized a five-day DRC Data Analysis and Reflection Workshop. Five members of each LET participated (a total of 13 youth and 2 adult supporters; 7 were female and 8 male) along with a Global Evaluator, a member of the Global Partnership Steering Team, and two members of the DPST. The DRC Evaluator facilitated the workshop, and the Global Evaluator and the member of the Global Partnership Steering Team supported the process.
The workshop confronted several challenges, including only occasional electricity, rare internet access, participants’ reluctance to accept their role as evaluators, and a lack of motivation due to the fact that the analysis was laborious and their participation was voluntary. The agenda had to be adapted slightly to make room for participants’ concerns and resistance. The hard work that the analysis required came as a shock to some of the participants. Participants were repeatedly encouraged to continue this hard work and to play an active role beyond organizing the data to contributing to analysis. Participants organized, analyzed, and presented all data collected during FGDs. Results were clustered by themes as well as disaggregated by age, gender, and region. Additionally, participants formulated a set of key observations and recommendations to improve CYP quality and impact.

Involving children and youth throughout the process and lessons learned.

LET members, the DRC Evaluator and Evaluation Coordinator, and the DPST identified several factors that enabled or hindered inclusive ethical participation of children and youth in the evaluation. Enabling factors included sufficient time to learn participatory evaluation tools; regular contact and communication between the LETs with the DRC Evaluator and the Evaluation Coordinator (as well as between LETs); close accompaniment and support in planning of FGDs; clear and well-understood roles for LETs, the DRC Evaluator, the Evaluation Coordinator and the Country Steering Team; and sufficient time to conduct the planned number of FGDs, ensure consent forms were signed on time, and transcripts and translations completed.

A lesson learned; methodology guidelines and supporting tools and documents (e.g. consent, code of conduct, and standard observation form) should be written and designed more simply and clearly to allow quicker understanding and easier translation.

Time as an important factor.

Time was identified a crucial element in enabling children and youth to participate in the evaluation in an inclusive and ethical way. With enough time, participants can use participatory evaluation tools, contribute to the transcription and translation of data, and ensure all FGDs participants sign the consent form on time.
Furthermore, time was one of the big challenges in conducting the FGDs. Though each tool was meant to take 90 minutes only, the majority of FGDs took two to three hours. With the time children and youth used to prepare, and get to and from FGD, FGD took up almost half a day for LET members and participants. This was too much time given children and youth’s other responsibilities, such as homework. The 10-14 year olds were especially challenged to finish the FGD on time. They often took more than 30 minutes to understand the tool and they needed more time to respond to the questions. Several of the LET members suggested only using the Draw and Writes with children 10-14 year olds, which allows them to be creative and use their free time at home to draw and write.

The two essential tools (Timeline and Body Map) and the principal tool for the case studies (Children and Youth in Context) should be adapted to ensure they can be finished within 90 minutes. Fewer questions should be asked. For the Body Map, fewer body parts should be highlighted with example questions. The question, “Which changes built the most peace or prevented the most violence?” was particularly difficult for participants to understand. Most participants did not respond to this question and few of those who did understood it correctly.

For the Timeline, participants did not easily grasp the question, “What made these successes so successful?” Even with repeated explanation, the question remained difficult to understand.

For Children and Youth in Context, participants confused objectives, activities, and changes. Deciding on the nature of the change also took some time, and the possible responses between positive and positive/sustainable change were so nuanced that they became quite subjective and frequently insignificant. Providing evidence for each change also posed some difficulty, especially given that few organizations had clear approaches to measuring impact.

In sum, for a future evaluation in a similar context as the DRC, the tools should be simplified and shortened. Questions should be limited, and additional follow-up questions should be deleted.

Financial and material constraints.

LET members named budget and equipment constraints as major factors hindering inclusive participation of children and youth in the evaluation. Members also named the lack of equipment including audio recorders, cameras, and laptops as a challenge to efficiently conduct FGDs, transcribe, and upload data on Google Drive. Despite making the voluntary nature of the evaluation extremely clear before members joined LETs, and reiterating this throughout the process, the lack of LET members remuneration was expressed as a major concern. It was also the reason one LET threatened to leave the evaluation several times. They thought it was not ok to do a large amount of work within a short period of time without being remunerated beyond payment of transportation and refreshment, and thus, their motivation suffered accordingly. The DRC Evaluator, Evaluation Coordinator, DPST members, and SFCG, continuously encouraged the LET to continue their hard work, highlighting the crucial role each of them played in this evaluation and in peacebuilding generally, and pointed to the experience they gained through their participation. The non-remuneration of the LET Coordinators also contributed to their reluctance to deliver work plans and FGD reports, and to give timely responses to questions.

Poor internet access constituted a further challenge and made the scanning and uploading of documents on Google Drive burdensome. The small venues where FGDs were organized where no privacy and quietness was guaranteed was also a huge obstacle to inclusive ethical participation of children and youth in the evaluation.
PART TWO:
Findings

Part Two Roadmap

Part 2 shares key evaluation findings. It provides an overview of different types of evaluated CYP initiatives. It then presents findings concerning CYP impact in four key areas: 1) aware and active citizens for peace; 2) increased peaceful cohabitation and reduced discrimination; 3) reduced violence; and 4) support to vulnerable groups. Next, Part 2 describes six key factors hindering or enabling CYP impact. Many of these factors can positively or negatively influence impact depending on how they are addressed or neglected. Lastly, the quality of child and youth participation in peacebuilding is explored.

The analysis is mostly based on the perceptions of the child, youth, and adult evaluation participants. The evidence they provided for these 4 impacts were largely personal observation and testimonies. They gave more concrete evidence only in some instances. Efforts were made to gather more concrete evidence from other sources, but due to limited time, the search for more evidence could not be completed in time for this report to be published.

Overview of CYP Initiatives Evaluated

Eighteen organizations (3 in Bukavu, 9 in Goma, and 6 in Kitchanga) were evaluated for this report. See the appendix for descriptions of each, and the number of FGDs used to analyze each. Only some of these organizations had solely a peacebuilding mission. Nevertheless, this report remains focused upon initiatives meaningfully engaging children and/or youth as peacebuilders.

These organizations focused their CYP work around several project types. The project typology was developed based on information from FGDs as well as from a form filled out by representatives of organizations evaluated. The form allowed organizations to select their CYP project types from a list or suggest a new type, and it asked to what degree and how organizations involved children and youth as peacebuilders. Of the 18 organizations analyzed in this report, seven project types were identified:

1 Arts, Media or Technology. Several organizations checked arts, media, or technology on the form. Encadrement sans Frontière (ESF), for example, provided children and youth in Goma with peace education through songs, theater, dance, and drawings. ESF child and youth members built awareness on SGBV through TV shows. Another CYP initiative
Educated on peaceful cohabitation through the arts, sketches, and songs.

2 Economic Alternatives. Several organizations checked economic alternatives for youth on the form. Health, Environment and Development (HEDI), for example, provides economic opportunities for vulnerable groups.

3 Peace Education. Organizations engaged children and youth in peace education, which included building peace awareness and creating knowledge about socially relevant topics like children’s rights, sexual and gender-based violence (SGBV), and peaceful cohabitation. SGBV topics addressed were inheritance rights, the use of girls in the sex business, unequal access to schooling as well as decision-making in school environments, and unequal access to land. Peace education was also offered on the Congolese land law and the need to resolve land conflicts peacefully.

4 Support to Vulnerable Children and Protection of Children’s Rights. Several activities concentrated on supporting vulnerable children and protecting children’s rights. Activities taught children and communities at large about children’s rights and obligations. Advocacy taught against the use of children in armed groups, the misuse of children for electoral or economic purposes, and corporal punishments in school environments. Efforts were made to stop threats against children who are called witches, and violations against displaced children. Children separated by war were reunified with their families.

5 Peace Centers or Children or School as Zones of Peace. Children’s clubs and Child Friendly Spaces (CFS) were organized to encourage, among other things, peaceful cohabitation between children of different ethnic groups. These opportunities to meet and spend time together also provided ways for children and youth to learn about peace, share experiences, build trust, and make friends.

6 Sports or Recreation. The presence and participation of children and youth of different ethnic groups in sport events and other recreational activities such as theaters, games or songs, as well as at vacation camps, forums, and conferences were encouraged to increase peaceful cohabitation.

7 Conflict Resolution. Children and youth were mostly engaged in building awareness on the importance of solving land conflicts peacefully, which is a prerequisite to the acceptance of a mediated solution. Youth were furthermore involved in actually mediating land conflicts.

Impact of Child and Youth Participation in Peacebuilding

Based primarily on evidence collected during FGDs, children and youth participating in peacebuilding activities contributed to four impact areas: 1) development of aware and active citizens for peace; 2) reduced discrimination and increased peaceful cohabitation; 3) reduced violence; and 4) increased support to vulnerable groups.

Theme One: Young peacebuilders became more aware and active citizens for peace.

Participants became more aware and active citizens for peace. First, they changed their internal mindset to be more optimistic, care about peace, and believe in a peaceful
future. Second, they showed more personal commitment to peacebuilding and to individual action to build peace. Third, they became more responsible individuals who go about peacebuilding and other critical life tasks with more sincerity and interest.

**Changed mindset.** CYP activities positively impacted how participants thought and behaved with regards to building peace, and other ways in which they engaged their families and communities. During Body Map FGDs, 26 responses noted that before membership in the CYP initiatives children and youth had no interest in peace nor hope for a better future. Seventy three percent of these responses came from 10 to 14 year olds and 77% of these responses were from males.

A 13 year old boy from Goma wrote, “I had no vision for peace,” and a 14 year old boy from Bukavu explained, “I lost all hope for peace.” A 11 years old girl from Kitchanga expressed her fears and hopelessness in a poem:

Image: Teach me Peace

![Image](image.jpg)

**TEACH ME PEACE**

It’s despicable, the whole machine
manufactured to kill the man
all land is mined
and close to explode
...
Mom, teach me peace
I know all about war
and nothing about peace
I only know how to hate the war

Another 14 year old girl from Kitchanga was afraid, “the war would never end,” and a 14 year old boy from Bukavu confessed, “my heart was not interested in the question of peace.” Their responses imply that they have a different mindset now; they know the importance of peace and they believe in a peaceful future.

Tarter’s youth peacebuilding research in North Kivu emphasized youth’s ability to envision a more peaceful future as key to empowering youth to pursue that future (2011). Other responses by child, adolescent, and youth participants in our evaluation - especially boys from Goma and Bukavu - explicitly cited understanding the importance of peace and showing hope for a future of peace. A 13 year old boy from Bukavu, for example, wrote, “I am seeing far in my live now,” and a 14 year old boy from Goma explained, “my heart cares about peace.”
Increased peacebuilding commitment and action. Child and youth peacebuilders showed increased personal commitment and peacebuilding actions. First, they wanted to learn more about peacebuilding. A 13 year old girl from Kitchanga expressed increased interest in peace publications, and a 12 year old girl from Goma explained similarly that, after having participated in a peacebuilding initiative, she now watches documentaries on peace and wants sustainable peace.

Second, children and youth increased their peacebuilding actions. “When I meet children fighting, I do everything possible to sensitize them and build a climate of peace,” a 14 year old boy from Goma explained. A 13 year old girl from Kitchanga confirmed being capable to mediate between people with land conflicts. An 11 year old girl from Goma explained that she passes the message of peace in different ways and concluded that, “today, with my contribution and those of my friends, we see that the war will end and we will live in a stable country.” Several child participants said further that they talk and sing about peace and recite poems for peace as a way to sensitize others. A 12 year old girl from Goma, for example, stated, “I understand that my hands serve to write stories and draw about peace.” Another child from Goma, a 14 year old boy explained, “I write poems because I know with that I can well diffuse the message of peace.”

Personal development. Child participants expressed that they have become responsible individuals. In Goma and Kitchanga, and to a lesser extend in Bukavu, child and adolescent participants said that before their participation in peacebuilding, they only thought about fighting and stealing. Now, these children and adolescents have become peaceful actors. “I don’t fight anymore, I hit the drums of peace,” a 12 year old boy from Goma wrote. A 14 year old boy also from Goma explained that, “even if someone provokes me, it’s peace I seek with him.” They further said that they go to school, study, and help with housework now, and that they have become polite, and respect and listen to
others, including their family, parents, peers, and teachers. This personal development to more responsible and considerate children helped them stay focused and engaged, and to collaborate with others in their peacebuilding efforts. These personal developments also assisted them with other life projects they undertook.

The participants appeared to change into more responsible individuals who had hope in peace and showed personal commitment to bringing peace as evidenced by their increased peacebuilding actions. These are important personal developments that can take place through participating in peacebuilding activities. Positive thinking, responsible behavior, personal commitment, and individual action are vital skills to successful peacebuilding, and can support the realization of other critical life projects these children and youth may undertake.

**Theme Two: Young peacebuilders increased peaceful cohabitation and reduced discrimination.**

The most frequently expressed changes children and youth gained through their peacebuilding activities were reduced discrimination and increased peaceful cohabitation between members of different ethnic groups. Cohabitation moves beyond coexistence, toward peaceful dynamic relationships within and between diverse groups resulting in norms such as interethnic marriages and visiting or studying inter-ethnically.

Body Map FGDs revealed that children and youth were highly ethnicized. Ethnic hatred was especially pronounced in Kitchanga; out of a total of 181 responses expressing ethnic hatred during all Body Map FGDs, 163 responses were from Kitchanga. A 16 year old boy from Kitchanga expressed himself through a Draw and Write (picture below):

*Image: Inter-ethnic violence*

A Nande says he doesn’t like Hutus, and as a result, he takes his arrow to kill one of them.
Participants mentioned 256 times\(^6\) that CYP initiatives reduced discrimination or increased peaceful cohabitation. Of these 256 responses, 179 were given in Kitchanga. In other words, Kitchanga responses represented 90\% of the negative comments and 70\% of the positive comments related to this impact theme. Additionally, the majority of Draw and Writes from Kitchanga expressed the positive change of increased peaceful cohabitation. For example, a 15 year old boy tilted his vivid and colorful picture below, “All tribes are the same.” In his drawing, individuals of four different ethnic groups (hunde, tutsi, nyanga, and hutu) work the land together.

\textit{Image: All Tribes are the Same}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{all_tribes_same.jpg}
\caption{Drawing of people of different tribes, ages, and gender farming together harmoniously, drawn by a 15 year old boy in Kitchanga. On top is written, “all tribes are the same.”}
\end{figure}

Many responses in Kitchanga made reference to the fact that discrimination has been reduced. Other responses centered on the reality that members of different ethnic groups have been able to forgive each other for past acts of violence and discrimination and that they now spend time together, visit each other, share, and unite. “We work in groups [across ethnic lines] and not separately anymore,” highlighted a 26 year old male from Kitchanga. A 23 year old male further confirmed that, “all communities start sharing with one another.” A 16 year old male form Kitchanga testified that, “today, he studies with colleagues from all tribes,” and a 14 year old girl wrote that, “she visits members other tribes now.” These are just a few quotes that exemplify a large number of similar responses. Generally, participants mostly based their responses on personal observation and experience. Photos of children playing together were mentioned as further evidence during Children and Youth in Context (CYC) FGDs.

\( ^6\) This is not the number of participants highlighting this impact as some participants commented more than once about reduced discrimination and/or increased peaceful cohabitation.
A 14 year old girl from Kitchanga drew this picture titled “they are dancing together” showing increased peaceful cohabitation.

Participants in Goma similarly suggested that CYP contributed to a significant reduction in tribalism and that people of different ethnic groups have started appreciating each other. “I am not tribal anymore,” said a 13 year old girl from Goma. “Certain very extremist tribes have understood today that only love counts. They marry each other, which was impossible before. They’ve understood that ethnic segregation has no importance,” an 18 year old adolescent from Goma explained. Participants mentioned inter-ethnic marriage several times.

As in the case of Kitchanga, participants observed or experienced these impacts and no additional evidence was collected. Hence, the degree of reduced discrimination and increased peaceful cohabitation within communities, and the degree to which CYP activities influenced these changes, was unclear. LET members at the Data Analysis and Reflection Workshop stressed several times that what happened at the participant level to neighborhoods and villages cannot be generalized. “Sensitizing entire communities is a long-term process and impact needs to be measured systematically,” they said. Yet, this does not undermine the reality that participants themselves changed attitudes and behaviors, and observed similar changes in their environments as a result of CYP initiatives.

Personal experience and individual changed attitudes with regards to reduced discrimination and increased peaceful cohabitation was further mentioned with regards to participating in multi-ethnic events. Members of different ethnic groups expressed their thoughts freely, united and played together in vacation camps, and participated in other recreational activities. A 17 year old female adolescent from Goma explained that, “all children get together to share their different ideas without discrimination,” or “we bring together different children without fear or discrimination,” another 15 year old...
adolescent from Goma wrote. In Bukavu, similarly, participants wrote about the peaceful participation of different communities in multi-ethnic events such as seminars.

Theme Three: Young peacebuilders reduced violence.

Land conflicts. Violence of different kinds has been reduced in all three sites. In Kitchanga, participants suggested there had been success in peacefully resolving and reducing a number of individual land conflicts. This impact was brought through educating on the Congolese land law, building awareness on the importance of solving conflicts peacefully, and through mediating existing land conflicts. Children and youth were especially involved in education efforts, while some youth also mediated conflicts. “People accept mediation as the best mechanism to solve conflict,” a 21 year old male from Kitchanga said. “Beneficiaries have dropped land conflicts due to awareness-building efforts,” a 25 year old male wrote. This impact was the second most recurring theme appearing in Draw and Writes. A 14 year old girl from Kitchanga, for example, drew and wrote, “first, a person uses his machete to refuse people from passing through his field. After, they get along and want peace.”

Image: Desire for Peace

This image by a 14 year old girl from Kitchanga expresses increased peaceful cohabitation through reduced violence related to land.

Several organizations, including CITC, mentioned acts of land conflicts signed and actual recuperations of land as evidence. While there have been recorded successes, participants also mentioned that beneficiaries often misunderstand the law, and that others are reluctant to a mediated solution. In Bukavu, participants also mentioned having had positive impact on peacefully resolving conflicts over parcels.
Image: Succession conflict over land

A 19 years old male drew about a succession conflict over land and described his image the following way: “Two brothers fight on their family land after a conflict over who should inherit it. The person in the middle of the image tries to separate them in fear that they could cut each other into pieces with their machetes.”

Prevention and fight against SGBV. The prevention of and fight against SGBV included peace education on various topics. Communities are taught about the general meaning of SGBV. A 26-year old male adult supporter from Kitchanga, for example, mentioned, “our communities and especially children know the meaning of gender, sexual violence, rape, etc.” In Goma, participants wrote that students are sensitized, and then inform parents and teachers about SGBV. More specifically, in Goma, school children and teachers are sensitized on gender equality and the importance of allowing girls to run for decision-making positions in school government bodies. Some participants in Children and Youth in Context FGDs said that elections of girls in respective positions now take place, and that there is overall no discrimination between girls and boys anymore. Relatedly, parents were sensitized on the need to send girls to school, and participants wrote that more girls attend school now. As evidence, they cited testimonies by male and female school children and teachers, as well as school enrollment statistics.

In Kitchanga, children and youth educated on the illegality of early marriage. A 27 year old female adult supporter observed a “reduction in early marriage” in Kitchanga as a result. In Bukavu, awareness was built against the use of girls in the sex business. Participants explained that as a result, there is a reduction of girl sex laborers in bars. “A bar owner checks the ID cards now in order to make sure that no minor girls are allowed into the bar,” a 25 year old female youth wrote. However, participants also mentioned that certain bar owners and targeted girls show indifference to sensitization efforts, as discussed below.
Awareness is furthermore built on inheritance rights. “People understand now that everyone has rights to inherit,” a 20 year old female youth from Kitchanga wrote and an 18 year old female youth from Goma concluded that, “men have understood that women also have the right to inherit and that we are equal.” As with other impacts, though certain concrete evidence was missing, this should not de-legitimize successes experienced or observed at the individual level.

Theme Four: Young peacebuilders increased support to vulnerable groups.

Children’s rights and obligations. In Goma and Kitchanga, several peacebuilding activities have positively impacted the safe development and physical security of children and youth. A major objective is to teach children their rights and obligations. All age groups confirmed that children who have benefitted from related peace education now understand their rights and obligations. Specific violations of children’s rights are taught, such as the use of children in armed groups. “I have learned that small children cannot be soldiers,” wrote a 14 year old boy from Kitchanga. A 12 year old girl expressed herself along similar lines, namely that, “she knows now that children shouldn’t join armed groups but rather go to school.” The reduction of children in armed groups was also mentioned as an impact in Goma, and testimonies by demobilized children were given as evidence during Children and Youth in Context FGDs. Some participants countered this claim by saying that they had no concrete proof. Indeed, a more systematic evaluation would be needed to conclude that children and youth advocacy efforts have had a positive impact on reducing the number of children in armed groups. Yet, increased awareness among children about their rights has its merits in itself.

Participants in Kitchanga and Goma further explained that parents have understood that children have rights and therefore send their children to school and abuse them less at home. During Children and Youth in Context FGDs, provided evidence showed that organizations receive fewer complaints by children about domestic abuse, and that school reports show an increase of children enrolled. In Bukavu, participants also claimed that a lot of parents send their children to school now, yet during the Children and Youth in Context FGDs, they only provided personal observation as evidence.

The respect of children’s rights by caretakers is a particularly important impact because it enables children not only to develop and flourish in a safe environment, but it also supports child peacebuilders in building peace. Caretakers who understand that children have rights are more inclined to recognize that children play an important role as actors of change and support their extracurricular peacebuilding activities.

Increasingly, children in Goma are now against their participation as voters in elections. Participants believed that children increasingly know that they should not be used for electoral purposes. “Children turned in their electoral cards in Goma,” an 18-year old man from Goma explained. Other participants observed that children don’t campaign in the street anymore and that fewer parents send their children to enroll to vote. Participants in Children and Youth in Context FGDs mentioned the absence of children in election sites and the turning in of electoral cards as evidence. While these observations are rather anecdotal, nevertheless, it seems that there has been an isolated, yet positive impact on reducing the use of children for electoral purposes.

Also in Goma, advocacy was completed successfully to reduce the number of children being called witches. Participants wrote that parents and pastors understand that there is no such thing as witch children, and that children don’t complain anymore of being called witches. Efforts undertaken in Goma and Bukavu also advocated for the end
of corporal punishment in schools. Impact has been very mixed though; some school authorities have reduced corporal punishment, while others continue, according to participants. As evidence, Children and Youth in Context FGDs mentioned testimonies by school children and teachers.

Reducing violations against children’s rights in displacement camps was yet another concern addressed in Goma. Participants wrote that displaced parents have understood the rights of children, and that children feel they can express themselves about their rights. Also, displaced children allegedly don’t complain anymore about the lack of essential goods like water and soap. Monthly reports about the situation of children in camps by an organization’s representative were provided as evidence. While no systematic monitoring has been done by the organizations on these changes, it appears nonetheless that there has been some success at the localized level for all objectives targeted.

**Development in safe environments.** Children and youth implemented concrete activities to allow children and youth to develop in safe environments in all three sites. In Bukavu, child and youth peacebuilders have allegedly helped improve the conditions of children in prisons, and reduced the number of children there in the first place. A 34 year old adult supporter from Bukavu explained that there is now an “acceptance [by prison authorities] to liberate children from prisons.” Also, “children find food now” an 18 year old male youth claimed, and “children have their own space in the prison,” a 22 year old female youth confirmed. No additional evidence was provided.

In Goma and Kitchanga, children and youth have contributed to reunifying children and their families who were separated by war. In Kitchanga, reunification acts and pictures of reunification celebrations were provided as evidence for more than 500 children. Adoption certificates were presented for a total of 50 children. According to a representative of a child peacebuilding organization in Kitchanga, the role of children and youth in this reunification process was to receive separated children in Child Friendly Spaces (CFS), choose transitional homes for them, monitor children who have been reunified, and to give information on the degree of integration of reunified and adopted children.

**Factors Influencing CYP Impact**

Several key factors hindering or enable CYP impact were:

1. Financial and material support to CYP initiatives
2. Attitudes, motivation, and commitment of children and youth
3. Capacity, knowledge, skills, and experience of children and youth
4. Key stakeholders motivation, commitment, and support
5. Awareness raising, sensitization, and campaigns among key stakeholders
6. Conflict, political instability, and insecurity

To varying degrees, each of these factors can both positively and negatively influence CYP, depending on the context and how the factor is addressed or neglected. Furthermore, there is a strong interplay and dynamic between each of these factors contributing to cumulative success, or conversely, to cumulative barriers preventing or limiting peacebuilding impact.
Financial and material support to CYP initiatives.

Financial and material support is a crucial factor that can either enable or hinder CYP impact. Comments about the lack of financial, logistical, and material means as a hindering factor were especially frequent in Kitchanga and Goma (89% for both). The most repeated concern was the lack of financial means to reach all corners of the region, and to implement sufficient activities to cover enough people. Participants also mentioned the lack of, or need for, basic materials like notebooks and funds to do advocacy work through radio programs. In Goma, they expressed the need for more funds to do more peace education and program evaluations, organize games and other recreational activities, increase peacebuilders’ motivation, improve the infrastructure of offices, and buy laptops. In Bukavu, participants mentioned the need for funds to organize more multi-ethnic debates and do more peace education. In Kitchanga, they mentioned the lack of money to create more children’s clubs and CFS, and to reunify more separated children.

Financial and material support allows scope and geographic coverage of CYP activities. Participants emphasized throughout the evaluation that financial means allowed them to reach larger numbers of beneficiaries in more numerous and remote places.

LET members also recurringly cited the need for financial support. There was resistance by some LET members to do peacebuilding work without some kind of financial motivation. One LET threatened several times to leave the evaluation, with the main argument being the lack of financial and material support. This constant emphasis on the need for money by LET members and participants points to a weakly developed active citizenship (IA 2012, p. 17), and is certainly also a consequence of poverty and of the lack of “formal” opportunities to gain a respectful living (Mbaenda 2013, p. 202). Repeated demands for more material and financial support and the time used to negotiate continued commitment by LETs were partially responsible for putting the evaluation behind schedule.

Attitudes, motivation, and commitment of children and youth.

The motivation and commitment level of child and youth peacebuilders is an essential factor in building peace, and is closely linked to financial and material support. In the context of Eastern DRC, where poverty is widespread and active citizenship not well developed, motivation and commitment by children and youth to be engaged in peacebuilding is not obvious, as pointed out above. Mbaenda’s research on CYP in Eastern DRC showed similarly that, “the minimum independence in terms of resources is critical to the effectiveness and sustainability of youth social cohesion building initiatives” (2013, p. 21).

Yet, motivation and commitment by children and youth as a prerequisite to successful peacebuilding was only mentioned a few times in Bukavu and Goma, and never in Kitchanga. In Bukavu, for example, participants said that the determination by children and youth was a crucial factor for creating positive change on peace. The fact that this factor was not mentioned more times points to a lack of understanding by the evaluated child and youth peacebuilders about the role they play in creating positive or negative impact on peace.

Children and youth capacity, knowledge, and experience.

Children and youth did not mention capacity as a major factor enabling or hindering peacebuilding impact. It was a slightly higher concern in Kitchanga, where participants
in one FGD said that capacity was an enabling factor. In Goma, only one participant wrote that knowledge of child and youth peacebuilders was important. Child and youth peacebuilders seem to not sufficiently appreciate the importance of knowledge and skills in bringing about a positive impact on peace. Yet, during the evaluation, it became very clear that skills, knowledge, and experience in peacebuilding are an essential factor for CYP. The weak capacity, minimal background in peacebuilding, and the lack of experience in data collection and analysis by most LET members clearly hindered the completion of the 3M evaluation with sufficient high-quality data and on time, as explained in other sections of this report.

**Key stakeholder motivation, commitment, and support.**

The support by key stakeholders, particularly by authorities, is crucial for peacebuilding success. Stated conversely, the lack of support by authorities negatively affects children and youth’s peacebuilding impact. In Kitchanga, certain local chiefs prohibited awareness-building activities and mediations of land conflicts, participants explained. In Goma, certain ethnic leaders influenced communities to not accept the message of peace, according to participants. In Goma and Bukavu, participants said it was difficult to access competent authorities and to get them to collaborate in peacebuilding efforts. When decision-makers eventually listen to peacebuilders, peace messages are more easily accepted, they affirmed. With this implication, support, and accompaniment by leaders and authorities in peacebuilding activities, participants concluded that children and youth have the most impact on peace. Undoubtedly, where key stakeholders are reluctant and even hostile to peace messages, child and youth peacebuilding impact is limited.

**Awareness raising, sensitization, and campaigns among key stakeholders.**

Children and youth consider peace education, and in particular awareness-building activities, as an especially important factor for peacebuilding. Participants mostly commented on the lack of support by key stakeholders, and said it was a major hindrance to CYP impact. Key stakeholders either don’t understand peacebuilding messages, as some of the participants suggested, or they could simply not be interested because they profit from the status quo (SFCG, 2014). In Goma, participants complained about communities that do not understand peace messages, such as certain people who think that marriage within tribes remains central to safeguarding cultural values, they said. They also talked about families who do not accept the idea that girls have the right to inherit because once she marries, her inheritance will go to another family.

In Bukavu, child and youth peacebuilders claimed taxi motorcyclists did not understand peacebuilding and the uselessness of violence in solving disagreements, and said that the motorcyclists even insulted peacebuilders’ attempt to build awareness. Similarly, bar workers and owners insulted peacebuilders trying to speak out against the use of girls as prostitutes. One bar owner in particular told them to take care of their own business, arguing that it is the girls who attract most clients. They also mentioned that parents continue sending their children to construction sites and referred to enterprises that secretly employ children.

When key stakeholders understand and accept peace messages, awareness becomes an important enabling factor for peacebuilding. In all three sites, participants mentioned **key stakeholders’ knowledge of peacebuilding** most frequently when responding to the
question, “Which changes built the most peace or prevented the most violence.” In Kitchanga, participants mentioned awareness on SGBV, children’s rights, and peaceful cohabitation as essential in contributing to peace. In Bukavu and Kitchanga, participants furthermore said that the implication and support by communities was particularly important for positive impact. They concluded that communities need to be open to peacebuilding and to receiving and collaborating with peacebuilders in order for them to understand peace messages.

Conflict, political instability, and insecurity.

In the context of Eastern DRC, violence and conflict are important hindering factors. Conflict and insecurity hinder peacebuilding in two ways. First, the implementation of peacebuilding activities can encompass high risks and dangers for child and youth peacebuilders. Second, the experience and fear of violence and destruction, often with ethnic connotation, influence the willingness of beneficiaries to accept peacebuilding messages.

In Goma, for example, participants mentioned threats by armed groups as hindrances to freely express themselves about problems in their communities. In Kitchanga, participants said that they encountered reluctance to a mediated solution to land conflicts, and that certain individuals in conflict even turned against the mediator.

3M child and youth evaluators also encountered security challenges and needed to adapt their action plans. For example, the Bukavu LET postponed evaluation activities in January because of violent street protests. People were marching in protest to the government’s attempt to amend the electoral law to allowing the president a third term in office. Protests turned violent after security forces intervened (HRW 2015).

Insecurity in the territory of Beni and Fizi also contributed to the disbanding Lubero and Baraka as 3M Evaluation sites. The security situation would have required additional financial means to ensure dangers and security risks were well addressed for evaluators and evaluation participants. For example, field visits by the DRC Evaluator and Evaluation Coordinator required additional security measures and costs, such as providing a reliable four-wheel drive to ensure passing poorly maintained roads in particularly insecure areas.

Conflict and instability also impacted the willingness of communities to work towards peace. “[Peacebuilding] activities don’t go well because communities don’t have the force to evolve,” a 25 year old male youth explained, referring to a generalized state of paralysis.

The violence that children, youth, and adults have experienced also impact their willingness to accept the message of peace. Experience of violence and destruction create fear, prejudice, and stereotypes that are entrenched and sometimes hard to change (SFCG 2014, p. 29). Living through war, especially early in life, undoubtedly impacts attitudes towards tolerance and peaceful cohabitation. Following are a few examples of what children in this evaluation had experienced. A 13 year old girl in Goma wrote, “I saw cadavers and people who fled the war.” “Before I saw war between tribes... a lot of children who were kidnapped by armed groups,” said an 11 year old girl from Goma. A 12 year old girl from Kitchanga said she “saw the war of machetes.” In Bukavu, a 14 year old girl wrote, “I saw dead people on the ground,” a 14 year old girl “heard shots,” and an 11 year old girl “fled the war.”

Related to conflict and violence is the persistence of tribalism, which similarly hinders accepting messages of peace. This is especially true in Kitchanga, where 80% of responses related to the persistence of tribalism and ethnic hatred. The remaining 20% came from respondents in Goma.
Quality of Child and Youth Participation in Peacebuilding

Child and youth participation in peacebuilding is of mixed quality in the DRC. Representatives of the 18 organizations that were evaluated filled out a form where they were asked about the degree, the inclusiveness, gender equality, and the safety of children and youth’s participation in their peacebuilding activities. Again, there was no time in DRC to conduct FGDs with additional tools that would have provided responses on organizations’ quality of child and youth participation. The information provided in the forms was not verified with additional evidence. Thus, the following quality findings are suggestive rather than conclusive.

The form allowed organization score themselves on eight principles relating to the quality of child and youth participation in peacebuilding. See appendix for a list of each principle and its indicators. The eight principles were identified by the Global 3M Steering Team and Global Evaluators drawing upon two key international documents:

■ *The Committee on the Rights of the Child General Comment No.12, The Right of the Child to be Heard* (CRC/C/GC/12, July 2009) which outlines nine basic principles for effective and ethical participation of children and young people.

■ *Guiding Principles on Young People’s Participation in Peacebuilding* (2014) developed by members of the Sub Group on Youth Participation in Peacebuilding of the United Nations Interagency Network on Youth Development.

As expected, the quality of the participation of children and youth in CYP initiatives (type 1) was higher than in general peacebuilding organizations with initiatives intentionally engaging children and/or youth as peacebuilders (type 2). It appeared that general peacebuilding organizations unintentionally engaging children and/or youth (type 3) ensured neither active and ethical participation, nor inclusiveness and diversity, nor safety for children and youth. Type 3 organizations are hence not described in more detail below.

**Type One initiatives.** In the majority of CYP initiatives (type 1), children and youth made decisions and contributed to all stages of programming, from conflict and context analyses to program conception, implementation, and evaluation and monitoring. Program activities were relevant to children and youth, and their priorities and perspectives were taken into account. Generally, ethical participation was ensured through providing enough information for children and youth to make informed decisions about participating in peacebuilding activities. Efforts were taken to ensure inclusiveness and diversity of gender, age, ethnicity, and social status. Stereotypes and prejudice were avoided. Possible risks and dangers for children and youth who participate in peacebuilding were identified and relevant mechanisms were put in place to safeguard and protect them. However, not all children and youth knew where to go in case of a security incident, and not all organizations had trained their staff how to manage security concerns of children and youth.

**Type Two initiatives.** In general, in peacebuilding organizations with an initiative intentionally engaging children and youth as peacebuilders (type 2), children and youth sometimes also had a decision-making role. Children and youth were usually consulted and in some cases actively encouraged to contribute to various programming stages. Furthermore, some of these organizations provided children and youth enough information to allow them to make an informed choice about their participation. However, program activities were not necessarily pertinent to children and youth, and priorities and perspectives of children and youth are not always included in programs. Similarly, some try to be inclusive, others have no specific mechanisms to
ensure diversity. These type 2 peacebuilding organizations usually do not make efforts to identify risks to children and youth in peacebuilding and accordingly do not have mechanisms that ensure children and youth are not put in danger. Some nevertheless train their staff how to manage security concerns, and some children and youth know where to find help if they have security preoccupations.
Participants provided several recommendations of how to increase children and youth’s peacebuilding impact. Most recommendations were targeted to child and youth peacebuilders themselves. Some dealt with concrete actions they wanted to take to build peace, others with the need to improve capacity and motivation of peacebuilders. The majority of the remaining recommendations centered on agencies and donors supporting peacebuilding and/or other child and youth actions. The following recommendations were formed primarily from evaluation participants’ responses and from recommendations distilled from the Data Analysis and Reflection Workshop.

Support Communication and Collaboration Among Children and Youth in Peacebuilding

The most frequently articulated recommendations concerned the desire for more opportunities for child and youth peacebuilders to come together, share experiences and ideas, and at the same time mobilize larger numbers of children and youth to become peacebuilders. Specifically, they called for the creation of more children’s clubs in different neighborhoods and villages where children could share experiences, exchange ideas, build trust, and learn about peacebuilding. They hoped that these children would become active peacebuilders themselves and inform their families and communities about peacebuilding.

They also recommended constructing more Child Friendly Spaces (CFS) throughout the entire region to reduce abuses against children, to unite children of different communities, and to promote peace. They recommended creating cultural centers to give children and youth yet another opportunity to meet and reconcile. Cultural activities such as theaters, sketches, or poem writing should be organized to creatively reconcile children and youth and build peace. These cultural centers would furthermore serve as a place to store documents and build a peacebuilding library. They emphasized that these activities need to be free of discrimination based on race, ethnicity, sex, or social class.

One of the great outcomes of this evaluation was the opportunity of child and youth members of different peacebuilding organizations and regions to meet each other, exchange experience, and collaborate. Towards the end of the 3M Evaluation, LET members decided that they wanted to continue their cooperation under a new structure with name, “National Partnership of Children and Youth in Peacebuilding,” in order
to continue learning from and supporting each other. They have continued to collect Draw and Writes, which they consider an effective way of showing CYP impact of their respective organizations. They are working on publishing a Draw and Writes album of CYP impact in Eastern DRC. They plan to expand the partnership to include more organizations in the entire region.

Clearly, the desire to team-up with child and youth peacebuilders within and across regions was huge. Children and youth recognized the advantage of collaborating and mobilizing a large number of children and youth in building peace. Organizations and donors supporting children and/or youth in peacebuilding are encouraged to support child and youth peacebuilders in their endeavors with opportunities to meet, cooperate, and thrive as a growing and united CYP movement.

Increase Peace Education and Build Capacity of Child and Youth Peacebuilders

Participants and LET members recommended that child and youth peacebuilders themselves need to understand the concept of peacebuilding and the fact that peacebuilding requires patience and courage. They also recommended strengthening the capacity of peacebuilders and peacebuilding structures such as children’s clubs. Understanding what peacebuilding means and requires, and the roles children and youth play in building peace, encourages children and youth to take on increased responsibility and helps motivate them to persevere in a highly complex field requiring long-term vision and hope. For more CYP impact, focus should be put on clarifying terms and roles of child and youth peacebuilders themselves and building their capacity to carry out those roles.

Children and youth further considered peace education, the creation of knowledge, and the building of awareness as a very effective way to build peace within their communities. LET members at the Data Analysis and Reflection Workshop were especially enthusiastic about their newly acquired understanding of peacebuilding. Evaluation participants and LET members recommended educating parents and communities on peacebuilding, recognizing that there is a need for the society at large to understand what peacebuilding means and brings. They emphasized the need to start at the bottom, to sensitize at the community level, and then go up to community leaders. Their experience was that sensitized community leaders rarely shared their new knowledge with their communities.

More specifically, they recommended building more awareness about children’s rights and obligations, tribalism, and relevant laws and regulations. Further, they suggested building awareness to discourage children and youth from joining armed groups.

Participants recommended increased education on peacebuilding and the concept of peace, along with strengthening the capacity of young peacebuilders, in order to increase CYP impact.

Increase Financial Support

Financial and material support was considered an important factor for children and youth to have peacebuilding impact. Consequently, participants and LET members recommended increased financial support. In particular, they recommended financial
support for material and infrastructure, to recruit qualified personnel, and to increase
the visibility, scale, and scope of CYP activities. They indicated the need for more
resources to ensure, “continuity of activities and to build a culture of peace.” They also
recommended administrative and technical support from organizations and donors
working with children and/or youth.

Evaluation participants recommended that peacebuilders be adequately remunerated
in order for organizations to be able to attract competent children and youth. Relatedly,
they called for other creative ways of supporting child and youth peacebuilders. For
example, some participants recommended agencies and donors support CYP initiatives
by paying members’ school or vocational training fees and by providing school supplies.

While financial means allow for scale and scope of activities, financial support
should go hand in hand with training in peacebuilding and capacity. The desire for more
‘financial motivation’ stems partially from the context in Eastern DRC where other
formal employment opportunities are few. Yet, the authors of this report argue that a
constant focus on money can be disempowering, undermine creative thinking to find
less expensive solutions more readily at hand, and hinder local peacebuilding ownership.
Peacebuilding requires more than financial means, as was further evidenced through this
evaluation. Capacity, motivation, and ownership are also key.

Recommendations for Future Research

Through this 3M Evaluation, new insights have been gained into CYP in Eastern DRC.
Children and youth do play an important role as change-agents contributing to building
peace with considerable impact. One of the weaknesses of this report is the absence of
more concrete CYP impact evidence in addition to personal observation and individual
testimonies. The biggest challenge in getting more evidence from the organizations
evaluated stemmed from the fact that the majority of organizations did not monitor
and evaluate programs’ impact systematically. Time limitations made gathering more
evidence from other sources challenging. Also, rarely do independent evaluations of
violence and conflict look at how CYP played a role in bringing positive change. For all
these reasons, the report’s authors recommend longitudinal research better measuring
the degree and types of CYP impact in diverse contexts and the variables influencing CYP
impact. CYP organizations should be accompanied in conducting baseline, midline, and
endline studies, which would provide crucial data for analyzing their CYP impact and
provide capacity-building at the same time.

Conclusions

Children, youth, and adult supporters implemented the 3M Evaluation, as stipulated
in the Evaluation Protocol. They formed the Local Evaluation Teams, the LETs, and
volunteered their time as evaluators, documenters, and analysts. They evaluated
peacebuilding activities by their peers and gave recommendations of how to increase
CYP in Eastern DRC. Despite some contextual challenges, the evaluation was concluded
in time, and sufficient data was collected and analyzed to allow for the writing of this
report. Endurance and devotion by everyone involved made the realization of this report
possible.
This 3M Evaluation took important steps by both actively involving children and youth in a participatory approach, and providing lessons learned and recommendations of how to increase CYP impact. This report helps fill an important gap of CYP research and evaluations in DRC. Key learnings have also been provided about the methodological approach, which is a significant contribution to the CYP field in DRC.
Appendices

Appendix 1

Case Studies

Case Study One: Le Bénévolat pour l’Enfance or Bénenfance (Volunteering for Children)

Bénenfance is a Christian, apolitical, and non-denominational humanitarian non-governmental organization, campaigning for children’s rights and human dignity. Bénenfance was created in 2005 with the mission to find quick and sustainable responses to the suffering of vulnerable children and women. Bénenfance aims to provide effective protection to crisis-affected communities, including women, girls, and young men; these groups are the first victims of violence, coercion, deprivation, and abuse (Bénenfance homepage, 2015).

Headquartered in Goma, the provincial capital of North Kivu, Bénenfance has activities across the province, including in Beni, Lubero, Masisi, Nyiragongo, Rutshuru, and Walikale. It is also active in South Kivu, Bukavu, Kalehe and Walungu, and Maniema. For this report, Bénenfance was evaluated in the territory of Masisi, in the area of Kitchanga. Bénenfance has an office in Kitchanga center, which covers a wide area, including Nyamitaba, Burungu, Kitchanga center, Bishusha, Mweso, Kashuga, Kalembe, Nyanzale, Pinga, Mpati, Bibwe, Kirumbu, and Muheto.

According to a Bénenfance representative from Kitchanga, the organization works with children and youth from 10 to 29 years of age, and also includes adult supporters. It carries out peacebuilding activities at the family, school, community, as well as national and international levels. Since 2010, and in Kitchanga alone, Bénenfance worked with more than 3,500 children and youth through its peacebuilding programs.

Primary peacebuilding activities. Bénenfance had different peacebuilding programs in Kitchanga, including: the establishment and implementation of children’s clubs; civilian protection; identification, documentation, tracing, and reunification of children separated from their families; and management and supervision of Child Friendly Spaces (CFS). A representative of Bénenfance in Kitchanga (L. Bwira, written communication, April 3, 2015) summarized these peacebuilding programs in the following manner:

Children’s clubs were groups of children who came together weekly to share experiences, exchange ideas, build trust, and learn about peacebuilding and children’s rights. They met in churches, schools, or at the office of Bénenfance. Each club had 24
child members. Bénenfance established a total of 17 such clubs, of which 13 are already operational.

**Civilian protection** entailed protection monitoring, advocacy, organizing roundtables and workshops with authorities, developing community protection plans, supporting victims of violence, managing community protection structures, protection alerts, and mapping of support structures. Bénenfance worked with more than 500 youths in civilian protection.

**In the ‘identification, documentation, tracing, and reunification of children separated from their families’ (IDTR) program,** children who had been separated from their families were identified, their cases were documented, their families were traced, and in many cases, they were reunified with their families. IDTR also included sensitization efforts on the fight against family separation and on community contingency plans. During the Children and Youth in Context FGDs, participants spoke of more than 500 separated children who were reunified with their families. As evidence, Bénenfance retained reunification certificates and pictures of reunification celebrations.

**Child Friendly Spaces (CFS)** were child guidance centers and support structures for abused children that served as informal education, exchanges, and collaboration frameworks for children. Each CFS had 250 children, of which 24 were chosen to be educators and directors of a center. They received authorization from the Ministry of Social Affairs to operate. Bénenfance worked with more than 2,250 children and youths in peacebuilding through CFS.

**Children and youth in decision-making.** Children and youth participated actively in Bénenfance’s decision-making processes. Youth, in particular, were involved in decision-making, since the organization’s management committee was composed entirely of youth. Children and youth participated throughout the entire project cycle. They were consulted in conflict and context analyses, and they actively collaborated in program conception, implementation, and monitoring and evaluation. They measured impact mostly by observing changed behaviours in children and youth, as well as through community members’ testimonies.

**FIGURE:** Reflecting Peace Practice Matrix

<table>
<thead>
<tr>
<th>More people</th>
<th>Key people</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual/ personal change</strong></td>
<td><strong>Socio-political change</strong></td>
</tr>
<tr>
<td>Participation in peacebuilding</td>
<td>Reduced discrimination and increased peaceful cohabitation</td>
</tr>
<tr>
<td>Children's clubs and CFS</td>
<td>Increased support to separated children</td>
</tr>
<tr>
<td>Changed mindset</td>
<td>Sensitization of caretakers on children rights</td>
</tr>
<tr>
<td>Personal development</td>
<td>Reunification of separated children</td>
</tr>
<tr>
<td>Children get adopted</td>
<td>Decrease of domestic abuse against children</td>
</tr>
<tr>
<td></td>
<td>Increase of girls in school</td>
</tr>
</tbody>
</table>

**SYMBOL KEY:**
- Activity
- Resulting change
CYP impact

Bénenfance’s child and youth peacebuilders: 1) reduced discrimination and increased peaceful cohabitation; 2) reduced violence against children and girls; 3) increased support to separated children; and 4) became more aware and active citizens for peace.

**Reduced discrimination and increased peaceful cohabitation.** Reduced discrimination and increased peaceful cohabitation was the most frequently expressed impact of Bénenfance’s CYP efforts, which was in line with the other 17 organizations evaluated. Of the 133 responses given during the six FGDs conducted with Bénenfance, 55 (44%) noted reduced discrimination and/or increased peaceful cohabitation.

During Body Map FGDs, child and adolescent participants said they were tribal before their membership in Bénenfance, but that they became tolerant through participating in peacebuilding. A 13 year old girl, for example, said that, “she didn't listen to those of another tribe” before she became involved in peacebuilding. After participating in the program, child and youth peacebuilders of different ethnic groups played and studied together. “I want to study with other tribes, I don’t hate them anymore,” a 16 year old female adolescent said. Another 16 year old female adolescent wrote, “I listen to everyone, I want peace with everyone.” “My eyes see everyone equal,” yet another 16 year old female adolescent stated.

Reduced tribalism was also mentioned during Children and Youth in Context (CYC) FGDs as a major change brought about by CYP. Personal observations and experiences were mostly provided as evidence for reduced discrimination and/or increased peaceful cohabitation. In some instances, photos taken during recreational activities were also offered as evidence.

Children Clubs and CFS were mentioned as having a particularly positive impact on the increase of peaceful cohabitation. Two female adolescents from Kitchanga, for example, noted that, “there is no distinction between tribes [among those who participate in children’s clubs].” Participants also mentioned a similar “climate of collaboration” between members of different ethnic groups during activities organized by CFS.

**Reduced violence against children and girls.** Reduced violence against children and girls was not a major theme during FGDs with the essential tools, but it stood out as a major impact during CYC FGDs. Out of five objectives discussed, two concerned increasing respect for children’s rights. During CYC FGDs, participants mentioned that children and parents gained knowledge about children’s rights. As a result, according to participants, violence against children decreased. In the words of a 25 year old male youth, during a Timeline FGD, “the number of abuses of children rights have gone down after awareness-building efforts at the children’s clubs.” As more concrete evidence, participants during CYC FGDs said that Bénenfance received fewer complaints by children about domestic abuse.

Furthermore, during CYC FGDs, participants pointed out that parents now understood that girls have the right to go to school. According to a report by Bénenfance, the number of girls enrolled in schools increased. Class entry statistics were mentioned as further evidence.

**Increased support to separated children.** Reunifying children separated from their families was a major activity of Bénenfance CYP. A clear success was the “reunification of children separated from their parents due to war,” shared a 27 year old male youth. More than 500 children were reunified; reunification certificates and pictures of reunification celebrations were provided as evidence during CYC FGDs. Adoption certificates were presented for another 50 street children who had been legally adopted. The impact of reunifying separated children was discussed as one of the five objectives during CYC FGDs and was identified as a major success during the Timeline FGD.
Participants became more aware and active citizens for peace. Becoming more aware and active citizens for peace was a major impact noted by the 18 organizations evaluated, and represented 12% of all responses during the two essential tools FGDs with Bénéfance.

Changed mindset. Some participating children and youth changed how they thought about peace. Due to their involvement in peacebuilding, they became more hopeful for a peaceful future and confessed that they did not have a particular interest in or hope for peace before they joined Bénéfance. A 13 year old boy, for example, stated that, “he loved war too much,” and a 14 year old girl wrote, “I thought the war would never end.” By the way their responses were framed, they implied that they gained a different perspective. Thanks to participating in peacebuilding, they gained hope for a peaceful future.

Personal development. Some child and youth participants expressed that they became responsible individuals. They said that before participating in peacebuilding, they only thought about fighting and stealing. “I only thought about stealing,” a 16 year old female adolescent claimed. Another 16 year old female adolescent said that, “her head was full of negative thoughts.” These children and adolescents seemed to become more responsible and peaceful actors. Most of all, they gained respect for themselves and other people, including parents and friends. “I respect myself, I don’t look for problems with friends anymore, I want peace with everyone,” said a 14 year old girl. They also stressed that they came to understand the importance of studying. Participants stated that children began studying and some taught other children about children’s rights.

In contrast with the overall impact by the 18 evaluated organizations, child and youth members of Bénéfance did not show more personal commitment and/or take individual action for peace. However, participants learned positive thinking and responsible behavior are vital skills that support successful peacebuilding and the realization of any other critical life project that children and youth might undertake.

Factors hindering or enabling CYP impact

Financial support was identified as the key factor hindering or enabling CYP impact. Among the challenges listed during Timeline FGDs, participants mostly mentioned the lack of financial funds; only one participant mentioned one other challenge. Participants said the lack of financial means was the biggest impediment to reaching remote areas and increasing the number of children’s clubs. A 29 year old male youth wrote that, “the lack of transportation to reach remote areas and establish children’s clubs” was a major challenge. Similarly, a 25 year old male youth said that, “due to limited funds, there aren’t children’s clubs everywhere.”

Participants made similar comments about CFS. “Due to a lack of funds, 50 children remain in the program [and are not yet reunified],” a 25 year old male youth explained. “Due to the lack of funds, reunification sites are not accessible,” added a 27 year old male youth.

Conversely, financial support came up as one of seven enabling factors mentioned during Timeline FGDs. A 25 year old male youth said that ‘donor support’ made CYP successful. When asked “how to improve the impact of CYP,” there was only one response and it related to support for visibility of their activities.

CYP quality

A form was filled out by a representative of Bénéfance Kitchanga, which provides information on the organization’s degree and the quality of child and youth involvement in peacebuilding. According to this document, Bénéfance upheld ethical principles of ensuring a safe and sensible working environment without risks to children and
They identified risks and put mechanisms in place to safeguard child and youth members. Local authorities, for example, were often informed about peacebuilding activities implemented by children and youth. Furthermore, Bénenfance regularly provided training to their adult supporters regarding ways to support children and youth in their peacebuilding work, and ensured that children and youth clearly understood the methodology of projects. All activities conformed to the minimum child protection standards of the United Nations.

Bénenfance provided its child and youth members with enough information to make an informed choice about their participation in peacebuilding activities. Additionally, children and youth received information from adult supporters on the impact of their peacebuilding work and, to a lesser degree, also gave feedback to their adult peers. Programs activities were pertinent to children and youth because their priorities and perspectives were taken into account.

Efforts were made to be inclusive and Bénenfance worked to avoid stereotypes and prejudice. Strategies were in place to reach girls and young women and to give them space to discuss their concerns. Bénenfance also sensitized communities on the importance of CYP and the need to join them in finding durable solutions to intercommunity conflicts, which incite their children and youth to enroll in armed groups.

**Recommendations and conclusions**

Child and youth members of Bénenfance provided several recommendations of how to enhance their peacebuilding impact. Even though they mentioned financial means as the most important factor that can enable or hinder peacebuilding, they did not call for more financial support to peacebuilding organizations. They recommended creating more children’s clubs, where they can provide more peacebuilding education, making no reference to the need for more funds.

While motivation and capacity were not noted as enabling factors, they seemed to recognize the role they play in peacebuilding by way of offering two recommendations: (1) to increase the scope of the most effective peacebuilding activities; and (2) to strengthen their peacebuilding capacity. Once again, they did not ask for more funding.

**Case Study Two: Parlement d’Enfants or PARDE (Children’s Parliament)**

PARDE, in Goma, North Kivu, is a nonprofit association that was created in 1999 with the mission of advancing the interests of children. Its vision is a world that upholds the dignity of children. PARDE implements activities throughout the province of North Kivu and also has a presence in Bukavu, South Kivu, with an independent hierarchy structure that has reporting obligations to Goma.

According to the parliament’s president, PARDE implements a series of peacebuilding activities at the family, community, school, and national levels (M.Mandeko, written communication, March 30, 2015). Children and youth are involved in peace education and advocacy. They promote peace through social media and use technology to increase democratic participation. These activities can build an environment of peace, reconcile tribes, and combat violent extremism.

Last year, PARDE concentrated its activities on the fight against sexual and gender-based violence (SGBV). In particular, it raised awareness on vulnerabilities created for
women, as well as men, that result from predominantly patriarchal societies. The focus of the activities was to change youth’s attitudes and behaviors towards gender, gender roles, equality, and relationships between men and women (PARDE, 2014). PARDE had child and youth members from 10 to 24 years of age. In 2014, PARDE worked with a total of 945 child peacebuilders and 218 youth peacebuilders.

**Primary peacebuilding activities**

During Timeline FGDs, participants chose several activities to evaluate. They discussed the successes and challenges of the following five activities: fight against SGBV; vacation camps; zero children in armed groups; zero children used for electoral goals; and peace education against the economic exploitation of children.

PARDE actively involved children in all programming stages. It had two chambers: the first chamber, where activities were coordinated, was composed of children who worked on developing projects and programs; the second chamber, also called the high council, was made up of youth between the ages of 18 and 25 years who reviewed and approved activities. Activities were implemented by children and supervised by the high council, as necessary.

**FIGURE: Reflecting Peace Practice Matrix**

<table>
<thead>
<tr>
<th>Individual/personal change</th>
<th>More people</th>
<th>Key people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in peacebuilding</td>
<td>Changed mindset</td>
<td>Increased support to exploited children</td>
</tr>
<tr>
<td>Personal commitment</td>
<td>Individual action</td>
<td>Children know their rights</td>
</tr>
<tr>
<td></td>
<td>Personal development</td>
<td>Reduction of exploited children</td>
</tr>
<tr>
<td>Sensitization on SGBV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Socio-political change | | |
|-----------------------|---------------------------------|
| Gender equality at schools | Fewer children called witches |
| Increase of girls in schools | Reduction of corporal punishments |
| Free expression by women | Increase of children in school |

**Symbol Key:**

- **Activity:**
- **Resulting change:**
CYP impact

Child and youth members of PARDE who participated in peacebuilding had four major impacts on peace. They contributed to: 1) reduced discrimination and increased peaceful cohabitation; 2) the development of aware and active citizens for peace; 3) reduced violence; and 4) increased support to exploited children.

Reduced discrimination and increased peaceful cohabitation. In accordance with the overall impact of the 18 organizations evaluated, reduced discrimination and/or increased peaceful cohabitation was the CYP impact expressed most frequently by PARDE. Responses related to reduced discrimination and/or increased peaceful cohabitation represented 23% of all responses (of a total of 96) during Timeline and Body Map FGDs.

During Timeline FGDs, participants described ‘vacation camps’ as particularly important environments where children and youth could come together to share their different ideas and play without discrimination. “We’ve succeeded in bringing different children together and to consolidate peace among them,” a 15 year old female adolescent said. Other recreational activities also contributed to increased peaceful cohabitation. A 29 year old male youth explained that “games helped children have confidence in themselves and accept and love others regardless of their ethnicity or tribe.” A 32 year old male youth praised “the free expression during theaters.” Due to these different activities, children learned “to love each other and to unite with one another to build peace,” a 16 year old female adolescent summarized. “We are united youth and children in brotherhood for peace one day,” another 16 year old female adolescent affirmed.

The development of aware and active citizens for peace. The development of aware and active citizens for peace also turned out to be an important impact, as this was noted by 20% of all responses given during the eight Timeline and Body Map FGDs. Similar to the overall impact of the 18 evaluated organizations, participants went through three development stages. First, they changed their internal mindset to be more optimistic, to care about peace, and to believe in a peaceful future. Second, they showed more personal commitment to peacebuilding and to taking individual action to build peace. Third, they became more responsible individuals who go about peacebuilding and other life tasks with more sincerity and interest.

Changed mindset. Before joining PARDE, child and youth participants showed no particular interest in or hope for peace. “My heart was not interested in the question of peace,” a 14 year old boy said. Another 14 year old boy added, “I didn’t think about peace,” and a 13 year old boy wrote, “I didn’t have a vision for peace.” The way their responses were framed implied that they had gained a different mindset. Some participants were more specific about having a new understanding of the importance of peace and displayed hope for a better future. “My heart cares about peace,” said a 14 year old boy; “I understand I need to build peace,” added another boy of the same age. Participating in peacebuilding activities gave them hope for a peaceful future.

Personal commitment and action. Child and youth members of PARDE who were engaged in peacebuilding showed increased personal commitment and took individual action for peacemaking. First, they wanted to learn more about peacebuilding. “Thanks to the parliament, I am more interested in peace publications,” a 13 year old girl claimed. Another girl, who was 12 years of age, said that, “she now watches documentaries on peace.” Second, they took concrete action to build peace in their communities. Children and youth sensitized on peace, reconciled people in conflict, and diffused the message of peace. “When I meet children arguing, I do everything possible to sensitize them and build a climate of peace,” a 14 year old boy said. Similarly, another 14 year old boy wrote that, “today, I use my hand to reconcile children who fight each other.” And yet another 14
A 13 year old boy made reference to finding peaceful solutions to conflict by saying that, “even if someone provokes me, it's peace I seek with him.” Furthermore, children used sensitization to build awareness on different peacebuilding issues. A 13 year old boy wrote that, “he feels obliged to defend children’s rights at school through sensitization.” A 14 year old boy added that, “I write poems because I know through that I can best diffuse the message of peace.”

In a similar way, a 13 year old girl declared that, “now she sings for peace.”

**Personal development.** Some child and youth members expressed that they became responsible individuals through participating in peacebuilding. They affirmed that before, they disrespected others and used their free time for senseless activities. “My hands hit children for nothing,” a 13 year old girl said. After participating in this CYP initiative, these children and adolescents became responsible and peaceful actors. Most of all, they developed respect for themselves and other people, including caretakers and friends. A 13 year old boy pointed out that, “teachers and adults witness that I’ve become polite with others.” A 10 year old girls wrote, “I control my language.” Along the same lines, a 13 year old boy declared, “I’ve completely changed in the way I speak and react.” They also said that after participating in peacebuilding they now spent their time on important tasks, such as going to school. A 12 year old boy stated that, “he respects his courses now,” while a 14 year old boy claimed, “I begin using my hands and arms for useful work.”

Being responsible, i.e. taking on responsibility for a task and collaborating with others, helped these children and youth in implementing peacebuilding activities and realizing other critical life projects.

**Reduced violence.** Reduction of sexual and gender-based violence (SGBV) only came up in one Timeline FGD, but it was a major theme during CYC FGDs. Two of 11 objectives discussed were about reducing SGBV. PARDE participants spoke about the decline of violence against girls and young women, especially with regards to the right to schooling and gender equality in schools. Participants noted that school environments were an important space where SGBV sensitization took place. Participants wrote that students were sensitized and, in turn, informed parents and teachers about SGBV. School children and teachers were sensitized on gender equality and the importance of allowing girls to run for decision-making positions in school government bodies. Participants said girls were elected in decision-making positions and, overall, there was no more discrimination between girls and boys. “Gender equality gets respected at schools,” a 25 year old male youth claimed during the Timeline FGD. Parents were sensitized on the need to send girls to school and participants documented that more girls attended schools after participation in the program. As evidence, they cited enrollment statistics, as well as the testimonies of school children and teachers.

**Respecting children’s rights.** Respecting children’s rights was also highlighted during CYC FGDs, even though it was not a major theme discussed during the Timeline and Body Map FGDs, in which only one percent of all responses made reference to respecting children’s rights. In contrast, 6 out of 11 objectives included in CYC FGDs were related to children’s rights. One success was that children and parents who had participated in peace education now had a better understanding of children’s rights and obligations. Participants explained that parents understood that children have rights. Therefore, the parents sent their children to school and children experienced less abuse at home. During CYC FGDs, evidence was provided that PARDE received fewer complaints from children about domestic abuse and that school reports showed an increase in school enrollment.

Furthermore, advocacy efforts contributed to: a reduction in the number of children identified as witches by parents and pastors; a decline in corporal punishments in some schools, to a certain degree; and a decrease of violations against displaced children.
As evidence, CYC FGD participants mentioned the testimonies of school children and teachers; PARDE also provided monthly reports of the condition of children in camps.

**Increased support to exploited children.** Support for vulnerable groups was a prominent theme among the 18 evaluated organizations. In the case of PARDE, the focus was on supporting exploited children. During Timeline FGDs, five percent of responses referred to successes in activities aimed at stopping the use of children for electoral gains, child recruitment into armed groups, and the economic exploitation of children. Furthermore, zero children in armed groups was declared to be an objective during CYC FGDs.

As a result of these different activities, children and youth learned about their rights. “Children gained knowledge about their rights,” a 14 year old boy said. “Children understood that they have rights to be protected against economic exploitation,” an 18 year old male youth shared. Also, a 13 year old boy summarized, “before, I didn’t know children rights and obligations, I didn’t know about all the bad things that were inflicted on children.”

Participants claimed decreases in both child recruitment into armed groups and the use of minors for electoral purposes. “Children turned in their electoral cards in Goma,” pointed out an 18 year old male youth. Most of these claims relied on personal testimonies and observations. Demobilized soldiers testified to a decrease in child members in armed groups. Children's absence from election sites, as well as electoral card handovers, was evidence of decreased use of children for electoral gains.

**Factors hindering or enabling CYP impact**

Evaluation participants identified four major factors that hindered or enabled CYP impact by PARDE.

**Financial and material support.** Similar to all 17 other organizations evaluated, 50 percent of PARDE participants identified the lack of financial and material support as the most critical factor. Participants mentioned that insufficient funds had an impact on the geographic reach of activities. They had “insufficient means to build awareness in the entire province,” an 18 year old male youth declared. “There are limited means to access remote places,” a 29 year old male youth added.

**Awareness raising, sensitization, and campaigns among key stakeholders.** PARDE participants commented on the lack of support by key stakeholders, adding that it was a major hindrance to CYP impact. This factor was the second most frequently noted, representing 11% of responses from Timeline and Body Map FGDs. Participants complained that some beneficiaries of their peacebuilding activities were reluctant to accept messages of peace. “There are those who don’t practice peace and they don’t understand what peace means,” a 23 year old female youth pointed out. “Some [beneficiaries] are indifferent,” a 25 year old female youth declared. A 24 year old male youth explained that, “the power of negative masculinity” hinders messages of gender equality. Despite education against violating the rights of children, “some people continue to hide violation cases,” an 18 year old female youth stated.

**Other factors.** Only five percent of participant responses highlighted the support by authorities as a major theme, in contrast to the 18 evaluated organizations. Similarly, PARDE participants only mentioned conflict and insecurity five times, representing about five percent of all responses, while it was a widely recurring theme among the 18 organizations. “Children were scared to express themselves about their living situation,” a 16 year old male adolescent mourned. “Children are afraid to turn in their electoral cards out of fear that they could be denounced,” another 16 year old male adolescent said. Participants mentioned the motivation and capacity of child and youth peacebuilders even fewer times, representing only about one percent of all responses.
CYP quality

The president of PARDE filled out a form that provided information on the organization’s degree and the quality of children and youth involvement in peacebuilding. According to the president, PARDE made efforts to identify risks and put mechanisms in place to safeguard the security of child and youth members. PARDE operated under confidentiality rules in order to protect its members. Staff received training to manage protection issues concerning children and youth. In cases of protection concern, the procedure was to contact either the government, the special police for the protection of children and women, or MONUSCO, the UN peacekeeping mission. PARDE also organized meetings to identify problems and solutions.

Parents were sensitized on the importance of children’s participation in peacebuilding. However, PARDE only provided limited information to children to help them to make an informed decision about participating in peacebuilding efforts. Nonetheless, PARDE did provide children with feedback about the impact of their peacebuilding participation.

PARDE made an effort to be inclusive and diverse and had mechanisms in place to avoid stereotyping and prejudice. PARDE encouraged the participation of girls and young women and established a commission charged with the fulfillment of girls and young women, which also provided a space for interaction and exchange of experiences.

Recommendations and conclusions

Child and youth PARDE participants offered recommendations for increasing their impact on peacebuilding. Their most important recommendation was to strengthen the peacebuilding capacity of children and youth. While they acknowledged the importance of their own role in having an impact on peacebuilding, they also called for the support of other relevant stakeholders. They recommended increased involvement in peacebuilding activities by everyone, including beneficiaries, authorities, and local communities. They also appealed for more financial and technical support for peacebuilding organizations.

DRC Case Study Three: Union des Juristes Engagés pour les Opprimés, la Paix et le Développement or UJEOPAD (Union of Jurists Committed to the Oppressed, Peace and Development)

UJEOPAD was founded in 2009 with a vision of sustainable peace in DRC. Its mission is to prevent and resolve conflicts. Its main objectives are to: 1) ensure protection of vulnerable people, including conflict victims and people facing other social inequalities in DRC; and 2) help realize the Millennium Development Goals through the preservation of DRC’s fauna and flora, the management and transformation of conflicts, and the promotion of non-violence through peace education. UJEOPAD is mostly active in Eastern DRC.

Primary peacebuilding activities

UJEOPAD’s main activities centered on: the protection of children and civilians; the prevention of sexual and gender-based violence (SGBV) and assistance to SGBV victims; the preservation and sustainable use of the environment; the management and
transformation of conflicts; the provision of formal and informal education, especially to vulnerable children and youth; and the provision of legal support to victims of human rights violations (UJEOPAD, 2015). UJEOPAD worked with children and youth from 10 to 29 years of age and focused its activities at the family, school, and community levels. FGD participants selected three activities to be evaluated among the different peacebuilding programs, which were: 1) peace education against the use of girls as sex workers in bars; 2) peace education against the use of violence by motorcyclists; and the resolution of land conflicts.

UJEOPAD actively engaged children and youth in decision-making and consulted them in all programming stages. Children and youth were active collaborators in the conception, implementation, and monitoring and evaluation of programs. UJEOPAD worked with children and youth on peace education, the creation of safe spaces, and a series of specific peace issues, such as good governance and social cohesion.

**FIGURE:** Reflecting Peace Practice Matrix

<table>
<thead>
<tr>
<th>More people</th>
<th>Key people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/personal change</td>
<td>Sensitization against the use of girls as sex laborers</td>
</tr>
<tr>
<td>Socio-political change</td>
<td>Decrease of girls as sex laborers in bars</td>
</tr>
</tbody>
</table>

**CYP impact**

UJEOPAD child and youth peacebuilders had one major impact on peace, namely violence reduction. Eight out of 32 responses (25%) during the Timeline and Body Map FGDs were related to violence reduction. Furthermore, few participants claimed to have increased hope in a peaceful future and to have become more responsible individuals. “I listen to everything that’s being told to me,” a 10 year old boy said, for example. However, the few responses regarding these changes seemed to represent rather insignificant impact and, therefore, are not discussed below.

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7 There was significantly fewer data on UJEOPAD to analyse than on the other two case studies. This difference was mostly due to the relatively poorer quality and rigor of how data was collected in Bukavu. This report is based only on data collected during this evaluation. Only eight FGDs (2 Timelines, 2 Body Maps, and 2 Children and Youth in Context) with members of UJEOPAD were included in the final analysis.
**Reduced violence.** Child and youth members of UJEOPAD implemented two activities that they felt had a positive impact on reducing violence. First, they built awareness against the use of girls in the sex business. Second, they sensitized taxi motorcyclists in the use of violence to solve disagreements. Interestingly enough, participants viewed these activities as having yielded a positive impact, but they also mentioned that they had limited evidence and encountered resistance.

Concerning the use of girls in the sex business, participants claimed that due to their sensitization efforts, there had been a reduction of child sex workers in Bukavu’s bars. “A bar owner checks the ID cards now in order to make sure that no minor girls are allowed into the bar,” a 25 year old female youth affirmed. However, participants also mentioned that some bar owners and targeted girls demonstrated indifference to their sensitization efforts.

Participants sensitized taxi motorcyclists against the use of violence over disagreements with other motorcyclists or customers. However, little anecdotal evidence was provided to show that motorcyclists acknowledged the uselessness of violence to solve conflicts. Participants in the Data Analysis and Reflection workshop also concluded that the impact in this case is elusive since no concrete evidence exists.

The difficulty to qualify the impact of these activities resulted partially from the number of CYC FGDs used in the final analysis. Due to poor data quality, only two CYC FGD were used. The Bukavu LET also had difficulty finding independent evidence to support claims made by FGD participants.

**Factors hindering or enabling CYP impact**

**Awareness raising, sensitization, and campaigns among key stakeholders.** Participants identified awareness raising, sensitization, and campaigns as central factors hindering or enabling CYP impact by UJEOPAD. Seven out of eight participants’ comments were related to challenges and the struggle to raise key stakeholders’ awareness. As per Timeline FGD participants, both bar owners and taxi motorcyclists were resistant to awareness-building efforts. “Bar workers insult us often saying that we should take care of our own business because it’s girls who bring them money,” said a 25 year old male youth. Similarly, “a good number of motorcyclists insult us during our sensitization efforts,” a 20 year old female youth explained.

**Other factors.** Five out of 32 responses (15%) during the Timeline and Bodymap FGDs mentioned ‘the war’ as a hindering factor. A 16 year old female adolescent referred to the “absence of collaboration with authorities,” as a barrier.

**CYP quality**

A representative of UJEOPAD filled out a form which provided information on the organization’s level and quality of children and youth involvement in peacebuilding. According to the information provided, UJEOPAD identified risks and established mechanisms to safeguard the security of children and youth. However, UJEOPAD did not train its staff sufficiently to manage security concerns and they did not offer children and youth enough information in case of a security incident.

Nevertheless, children and youth received enough information to help make an informed choice about participating in peacebuilding. The priorities and perspectives of children and youth were normally taken into account in programming and they received feedback about the impact of their participation. UJEOPAD made some efforts to ensure an inclusive and diverse approach, establishing strategies aimed at avoiding stereotyping and prejudice.
Recommendations and conclusions

Child and youth members of UJEOPAD offered two recommendations to increase their impact on peacebuilding. These recommendations centered on the capacity of peacebuilding organizations, which included training and workshops to build more peacebuilding capacity, as well as more financial support to build more peace awareness.

Overview of CYP Initiatives Evaluated

Total FGDs completed = 76.
Types: EA = Economic Alternatives; AM = Arts, Media, or Technology; CR = Conflict Resolution; DR = Security or Disarmament, Demobilization, and Reintegration; PC = Peace Centers or Children or School as Zones of Peace (Child Friendly Space, children’s club); PE = Peace Education; SP = Support to Vulnerable Groups and Protection of Children’s Rights; SR = Sports or Recreation

<table>
<thead>
<tr>
<th>Organization Name (Locations) * Case Study</th>
<th>Number of FGDs completed with Initiative: Overview of CYP Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barza Inter-communautaire (Bukavu)</strong></td>
<td>6 FGDs: The Barza’s children and youth section works with children and youth between 10 and 29 years of age. Peacebuilding activities focus primarily on issues of gender and human rights. Peace education is done on peaceful cohabitation through workshops, conferences, arts, media, sports, and other recreational activities. Providing safe spaces to children and youth, strengthening social cohesion, and community mobilization are important components of this initiative. Children and youth participate actively in decision-making and they lead the conception, implementation, and monitoring and evaluation of programs.</td>
</tr>
<tr>
<td><em><em>Parlement d’Enfants (PARDE)</em> (Bukavu)</em>*</td>
<td>5 FGDs: PARDE uses peace education with children to fight the use of girls in the sex industry and address issues of children in conflict with the law. Child peacebuilders offer safe spaces to children, mitigate conflicts, and use the arts, media, and technology to diffuse the message of peace. The organization is led by children who are in charge of the conception, implementation, and monitoring and evaluation of programs.</td>
</tr>
</tbody>
</table>
### Union des Juristes Engagés pour les Opprimés, la Paix et le Développement (UJEOPAD)*

- **Location**: Bukavu
- **FGDs**: 6
- **Focus**: Children and youth from 10 to 29 years of age actively participate in decision-making, are consulted in the conception and implementation of programs, and collaborate in program monitoring and evaluation. They are engaged in peace education, governance, the creation of safe spaces, security issues, disarmament, demobilization and reintegration programs, and social cohesion. An important component is awareness-building on issues such as SGBV and other forms of violence, the use of girls in the sex industry, and the use of violence by taxi motorcyclists to solve disagreements.

### Association pour le Développement l'Accompagnement des Vulnérables (ADAV)

- **Location**: Goma
- **FGDs**: 1
- **Focus**: Children and youth from 5 to 29 years of age actively participate in decision-making, are consulted in the conception and implementation of programs, and collaborate in program monitoring and evaluation. They work on peaceful cohabitation, build awareness on SGBV through theater pieces, and sensitize children to live peacefully.

### Children Voice (Goma)

- **Location**: Goma
- **FGDs**: 5
- **Focus**: Children and youth from 5 to 29 years of age actively participate in decision-making, are consulted in the conception and implementation of programs, and collaborate in the conception and monitoring and evaluation of programs.

### Encadrement sans Frontière (ESF)

- **Location**: Goma
- **FGDs**: 1
- **Focus**: Children and youth between 5 and 24 years of age actively participate in decision-making, peace education, and awareness-building on SGBV through theater pieces and TV shows. They also lead the implementation and monitoring and evaluation of programs.

### Forum des Organisations Nationales Humanitaires et de Développement (FONAHD)

- **Location**: Goma
- **FGDs**: 1
- **Focus**: An association of different organizations with children and youth members between 10 and 29 years of age actively involved in decision-making, context analysis, advocacy planning, and communication efforts.
<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
<th>Children and Youth</th>
<th>Activities and Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Environment, and Development (HEDI) (Goma)</td>
<td>1 FGD: HEDI works with children and youth from 5 to 29 years of age. Children and youth peacebuilders conduct peace education through arts, media, sports, and other leisure activities. This initiative also provides economic opportunities for vulnerable groups. HEDI has established a children's committee and a youth club responsible for advocacy efforts and peacebuilding sensitization. Children and youth participate actively in decision-making and contribute to the conception of programs; they also collaborate in their implementation, monitoring, and evaluation.</td>
<td>Children and youth peacebuilders</td>
<td>Arts, media, sports, other leisure activities, economic opportunities, peace education, advocacy, decision-making, program conception, implementation, monitoring, evaluation.</td>
</tr>
<tr>
<td>Organisation des Jeunes de Bonne Volonté (OJBV) (Goma)</td>
<td>1 FGD: OJBV works with children and youth from 10 to 20 years of age. Child and youth peacebuilders are involved in peace education related to peaceful cohabitation, provide economic alternatives, use arts, media, technology, sports and leisure activities to build peace, provide safe spaces for children and youth, and strengthen social cohesion. Children and youth are involved in decision-making and are consulted in implementing programs. They also collaborate in evaluating and monitoring these programs.</td>
<td>Children and youth</td>
<td>Peace education, cohabitation, economic alternatives, arts, media, technology, sports, leisure activities, building peace, safe spaces, social cohesion, decision-making, program implementation, monitoring, evaluation.</td>
</tr>
<tr>
<td>Parlement d'Enfants (PARDE)* (Goma)</td>
<td>16 FGDs: PARDE works with children and youth from 5 to 24 years of age in peacebuilding through peace education, arts, media, sports, and other leisure activities such as vacation camps and forums. They are also involved in promoting policies that support peacebuilding. PARDE provides peace education on SGBV, peaceful cohabitation, and against the economic exploitation of children. Furthermore, PARDE fights against child recruitment into armed groups and the use of children for electoral objectives. Children and youth are involved in decision-making and lead the conception, implementation, and monitoring and evaluation of programs. PARDE has two chambers. The first chamber is composed of children and the second chamber of youth between 18 and 25 years of age. Children work on developing projects and programs; the high council reviews and approves them. Activities are implemented by children and supervised by the high council as necessary.</td>
<td>Children and youth</td>
<td>Peace education, conflict resolution, advocating for peace policies, monitoring and evaluation of programs, decision-making, program development.</td>
</tr>
<tr>
<td>Union pour la Protection, la Défense des Droits Humains et l'Environnement/Grands Lacs (UPDDHE/GL) (Goma)</td>
<td>1 FGD: UPDDHE/GL works with children and youth from 5 to 29 years of age in peace education and reunifying separated children. Children and youth participate in programs of their interest since they are involved in the identification of issues and the implementation of activities. Children and youth also collaborate in the monitoring and evaluation of programs, and they are consulted in program conception.</td>
<td>Children and youth</td>
<td>Peace education, reunifying separated children, program participation, monitoring, evaluation, program conception.</td>
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<tr>
<td>Organization</td>
<td>AM</td>
<td>PC</td>
<td>PE</td>
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<td><strong>Youth for Development and Peace (YODEP) (Goma)</strong></td>
<td>1 FGD: YODEP works with children and youth between 5 and 29 years of age in peace education, through peace clubs and children's clubs. In these settings, children and youth are involved in inter-community sport matches, theater, dance, and other gatherings to build awareness on peaceful cohabitation. Children and youth participate actively in decision-making and collaborate in the implementation of programs. They are also consulted on program conception and in the evaluation and monitoring of programs.</td>
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<td><strong>Aide t’Action pour la Paix (AAP) and its substructure Noyau de Prévention et de Résolution des Conflits Fonciers (NPRCF) (Kitchanga)</strong></td>
<td>6 FGDs: AAP works in peace education with children and youth between 15 and 29 years of age. AAP is particularly involved in land conflict mediation and peace education on land issues. Their impact is measured by the number of resolved conflicts. They also conduct peace education on gender equality (equal access to land) and peaceful cohabitation. In the past, they have worked on sensitizing communities on the importance of youth's participation in land conflict prevention and mediation. Children and youth are not involved in decision-making. NPRCF is a substructure of AAP, and is mostly engaged in land conflict resolution, awareness-building on rights (e.g. equal access to land for women and men), and education on peaceful cohabitation through the arts (e.g. sketches and songs).</td>
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<td><em><em>Bénévolat pour l’Enfance (Bénenfance)</em> (Kitchanga)</em>*</td>
<td>14 FGDs: Bénenfance works with children and youth between 10 and 24 years of age on community mobilization and peace education. They do peace education through workshops, sports, and other leisure activities. They also support peace through the development of economic opportunities for youth. Furthermore, child and youth members provide safe spaces for children and youth to meet, reconcile, and learn (e.g. Child Friendly Spaces and children’s clubs), and work to help reunify children with their strayed families. Children and youth participate actively in decision-making and are consulted throughout the entire project cycle. They collaborate in the conception and implementation of programs, and they are also involved in programs monitoring and evaluation. Bénenfance measures impact mostly by observing behavioural changes in children and youth.</td>
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<tr>
<td>Organization</td>
<td>CR</td>
<td>PE</td>
<td>PC</td>
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<td>---------------------------------------------------</td>
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<tr>
<td><strong>Cadre Inter-paysan de Transformation des Conflits (CITC) (Kitchanga)</strong></td>
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<td>3 FGDs: CITC is a substructure of Action Solidaire pour la Paix (ASP). ASP works on gender and governance issues, conflict mediation, community mobilization, and advocacy. ASP engages children and youth between 15 and 29 years of age through its Cadre Inter-paysan de Transformation des Conflits (CITC). Members participate actively in decision-making and in the conception, implementation, and monitoring and evaluation of programs. CITC undertakes land conflict mediation and builds awareness on land issues and the Congolese land law.</td>
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<tr>
<td><strong>Centre de Recherche sur l’Environnement, la Démocratie et les Droits de l’Homme (CREDDHO) (Kitchanga)</strong></td>
<td>PE</td>
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<td>1 FGD: CREDDHO works with children and youth from 15 to 29 years of age. CREDDHO works on promoting and defending human rights. Child and youth members are mainly involved in peace education and truth finding.</td>
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</tr>
<tr>
<td><strong>Jeunesse du Camp Kahe (Kitchanga)</strong></td>
<td>CR</td>
<td>PE</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>1 FGD: Jeunesse du Camp Kahe works with youth in peacebuilding, prioritizing human rights, social cohesion, mitigation of conflicts, and peace education through workshops, sports, and recreational activities. Youth do not participate actively in decision-making, but they collaborate in the conception, implementation, and monitoring and evaluation of programs. They assess impact mostly through observation, e.g. decreased youth fist-fighting.</td>
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<tr>
<td><strong>NETRESE (Network Response to Emergencies) (Kitchanga)</strong></td>
<td>PC</td>
<td>PE</td>
<td>SP</td>
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<td>6 FGDs: NETRESE works with children and youth from 10 to 29 years of age in peace education. They use sports and leisure activities to provide safe spaces to children and youth, thus strengthening social cohesion. Children and youth are informed about the SGBV referral system and build awareness on SGBV, peaceful cohabitation, and children’s rights and obligations. Children and youth take part in decision-making and collaborate in the conception, implementation, and monitoring and evaluation of programs.</td>
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Eight Principles for Evaluating the Quality of Child and Youth Participation in Peacebuilding

<table>
<thead>
<tr>
<th>Principle</th>
<th>Questions on key indicators</th>
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</thead>
<tbody>
<tr>
<td>1. Participation is transparent and informative</td>
<td>Do children and youth have enough information about the programme to make an informed decision about whether and how they may participate in the peacebuilding initiatives? Is information shared with children in child friendly formats and languages that they understand? Are the roles and responsibilities of everyone involved clearly explained?</td>
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<td>2. Participation is relevant and respectful to children and youth?</td>
<td>Are the issues being discussed and addressed of real relevance to children and youth’s own lives? Do children or youth feel any pressure from adults to participate in activities that are not relevant to them? Are the children and youth’s own time commitments (to study, work, play) respected and taken into consideration? Are adults respectful towards children and youth and their peacebuilding initiatives?</td>
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<td>3. Participation encourages diversity and inclusion</td>
<td>Are children and youth from different backgrounds included and involved taking into account differences in age, gender, ethnicity, religion, caste, disability, education, social status, sexual orientation etc. Are children and youth with disabilities actively involved in peacebuilding? Are rural and urban children and youth, out of school working children and youth given opportunities to participate? Are children / youth encouraged to address discrimination through their participation in peacebuilding?</td>
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<td>4. Participation is sensitive to gender dynamics</td>
<td>Are stereotypical assumptions avoided concerning the roles and aspirations of girls, boys, young women, young men and young transgender people in conflict? Are strategies in place to reach out to and involve girls and young women? as well as boys and young men? Are safe spaces created for girls and female youth to discuss and address their specific concerns? Are different forms of gender discrimination and gender based violence explored and addressed through the child/ youth participation initiatives?</td>
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<tr>
<td>Principle</td>
<td>Questions on key indicators</td>
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| **5. Safe and sensitive to risks**                                       | Have risks been identified and ways to keep children and youth safe been put into action?  
Have staff and volunteers received training to handle sensitive protection concerns and situations and do they know where to refer young people who might need specialized services?  
Have safe spaces been created for children and youth to share experiences?  
Do children and youth know who to report to if they have concerns about their safety? |
| **6. Invest in Intergenerational Partnerships in Young People’s Communities** | Has there been dialogue and opportunities for cooperation among children, youth, parents and elders, in order to act jointly to prevent and resolve violence and transform conflicts?  
Is intergenerational dialogue on issues affecting children, youth, peace and conflict encouraged?  
Is there sufficient sensitisation with adults regarding the value of child/ youth participation, to see the empowerment of young people as a positive change, and not as a threat?  
Is child and youth participation encouraged in local and national governance and peacebuilding processes? |
| **7. Participation is accountable**                                       | Are children and youth supported to participate in follow up and evaluation processes of their children’s participation in peacebuilding initiatives?  
Do adults take children and youth views and suggestions on peacebuilding seriously and act upon their suggestions?  
Are children and youth given feedback by their peers who represent them in child/ youth organizations or peacebuilding forums? |
| **8. Involve Young People in all stages of Peacebuilding and Post-Conflict Programming** | Are children and youth involved in analysing the conflict and the roles of different actors?  
Do children and youth have opportunities to participate in all stages of planning, implementing, monitoring, evaluating and following up on peacebuilding initiatives?  
Are children and youth encouraged to initiate and manage their own peacebuilding initiatives? And/or are adults ready to collaborate with children and youth?  
Are efforts made to support and to sustain child and youth participation and representation in local and national governance processes? |
REFERENCES


