

Evaluation of Child and Youth Participation in Peacebuilding

NEPAL
**EASTERN DEMOCRATIC
REPUBLIC OF CONGO**
COLOMBIA



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PARTNERSHIP**

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Abbreviations

3M evaluation	multi agency, multi country, and multi donor evaluation of child and youth participation in peacebuilding facilitated by the Global Partnership
AYON	Association of Youth Organizations Nepal
CBO	community based organization
CCWB	Central Child Welfare Board
CFLG	Child Friendly Local Governance
CINDE	International Center for Education and Human Development
Colombia Partnership	Colombia Partnership for Children, Teenagers and Youth in Peacebuilding
CSO	Civil Society Organizations
CYP	child and youth peacebuilding
CZOP	Children as Zones of Peace
DDC	District Development Committee
DRC	Democratic Republic of Congo
DRC Partnership	DRC Partnership for Children and Youth in Peacebuilding
FARC	Revolutionary Armed Forces of Colombia
FGD	focus group discussion
Global Partnership	Global Partnership for Children and Youth in Peacebuilding
GPCYP	Global Partnership for Children and Youth in Peacebuilding
HRW	Human Rights Watch
JCYCN	Jagriti Child and Youth Concern Nepal
JOPPAZ	Youth Provoking Peace
LET	Local Evaluation Team
LPC	Local Peace Committee
MoYS	Ministry of Youths and Sports
NGO	Non-Governmental Organization
Norad	Norwegian Agency for Development Cooperation
ODF	Open Defecation Free
PARDE	Des Ex-Combattants et Autres Vulnérables
PATRIR	Peace Action Training and Research Institute of Romania
SFCG	Search for Common Ground
SGBV	Sexual and Gender Based Violence
SZOP	Schools as Zone of Peace
UJEOPAD	Union des Juristes Engagés pour les Opprimés, la Paix et le Développement
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNOY Peacebuilders	United Network of Young Peacebuilders
VDC	Village Development Committee

Executive Summary

The Global Partnership for Children and Youth in Peacebuilding, launched in 2012, seeks to improve child and youth peacebuilding (CYP) practices, and to impact and strengthen the evidence base supporting CYP and related best practices. In July 2014, the Global Partnership initiated a multi-agency, multi-country, multi-donor (3M) evaluation in Colombia, Democratic Republic of Congo (DRC) and Nepal to 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; and 5) Present key findings and recommendations to stakeholders to help increase the quantity, quality and impact of CYP work.

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). Two Global Evaluators worked with the Global Steering Team to design the evaluation methodology and to encourage the formation of Country Partnerships. 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, including focus group discussions (FGDs), using participatory evaluation tools with different age groups, online mapping, interviews, drawing, stories, and analysis of available secondary data. In particular, visual participatory evaluation tools including a Timeline, a before and after Body Map, and other tools were applied.

In Colombia, DRC and Nepal Country Partnerships for Children and Youth in Peacebuilding were established involving: 5 agencies in Colombia; 3 agencies in the DRC; and 6 agencies in Nepal. In each country a Country Evaluator was recruited, and 3-4 LETs were formed in key locations. Global Evaluators

supported a National Capacity Building Workshop for LET members and the Country Evaluator in each country to enhance their knowledge, values, and skills to undertake the participatory evaluation. Ethical guidelines were introduced and their application was encouraged through ongoing communication among concerned stakeholders. The Country Evaluators mentored the LET members to support meaningful participation of children and youth as evaluators, advisers, respondents, documenters, and analysts. Lessons learned concerning factors that enabled or hindered meaningful participation have been documented to inform future practice.

TABLE: Number of LET Members by Country, Gender, Age and Role

	10-14 years		15-17 years		18-29 years		18+ Adult Supporters		total	total	ALL TOTAL
	M	F	M	F	M	F	M	F	M	F	M&F
<i>Colombia 4 LET Totals</i>	3	0	4	4	8	13	5	2	20	19	39
<i>DRC 3 LET Totals</i>	1	2	1	1	12	15	4	0	18	18	36
<i>Nepal 4 LET Totals</i>	2	1	1	3	16	17	2	0	21	21	42
<i>All LETs Totals</i>	6	3	6	8	36	45	11	2	59	58	117

During the evaluation, the definition of peacebuilding used was, peacebuilding is work to prevent, stop, or heal the occurrence of any form of violence. Peacebuilding includes reconciliation, non-violence, or conflict-transformation efforts preventing or limiting violence. The definition recognised the different types of violence: direct, cultural, and structural violence described by Galtung (1969), which are inter-related. In Colombia, 10 CYP initiatives were evaluated which pro-actively engaged children and youth as peacebuilders. In the DRC, 18 organisations were evaluated which involved children and youth in peacebuilding activities. Some of these organizations had not planned to involve children and/or youth in peacebuilding, thus, young people were included incidentally rather than intentionally. In Nepal, peacebuilding activities undertaken by 17 child clubs and 17 youth clubs were evaluated.

TABLE: Number of FGDs Completed by Tool and Participant Group.

	10-14 years	15-17 years	18-29 years	18+ Adult Supporters	ALL TOTAL
Timeline Totals	19	45	36	8	108
Body Map Totals	48	56	37	6	147
C & Y in Context Totals	8	11	10	6	35
Pots and Stones Totals	8	14	11	5	38
Total Colombia FGDs	30	36	18	6	90
Total DRC FGDs	20	28	19	9	76
Total Nepal FGDs	33	62	57	10	162
<i>All FGD Totals</i>	<i>83</i>	<i>126</i>	<i>94</i>	<i>25</i>	<i>328</i>

Draw and Write, poems and stories

Colombia	~	~	~	~	121
DRC	47	31	11	0	89
Nepal	155	148	27	0	330
<i>Draw and Write Totals</i>	<i>202</i>	<i>179</i>	<i>38</i>	<i>0</i>	<i>540</i>

TABLE: Number of Participants who participated in FGD or Interview by Gender, Age and Location (excluding Draw & Write). Participants are only counted once in this table though some participants participated in multiple evaluation activities.

	10-14 years		15-17 years		18-29 years		18+ Adult Supporters		total	total	ALL TOTAL
	M	F	M	F	M	F	M	F	M	F	M&F
<i>Colombia Totals</i>	63	98	49	103	61	42	5	30	178	273	451
<i>DRC Totals</i>	59	62	59	68	79	58	13	10	210	198	408
<i>Nepal Totals</i>	79	70	122	132	114	104	69	18	384	324	708
<i>Participant Totals</i>	201	230	230	303	254	204	87	58	772	795	1,567

Impact of Child and Youth Participation in Peacebuilding

The evaluation results revealed that child and youth peacebuilders have contributed to impact in four key areas: 1) young peacebuilders often became more aware and active citizens for peace; 2) young peacebuilders increased peaceful cohabitation and reduced discrimination; 3) young peacebuilders reduced violence; and 4) young peacebuilders increased support to vulnerable groups. A few of the changes under each of these key impact areas, particularly the changes concerning children and youth as aware and active

citizens were experienced by males and females of different ages participating in different peacebuilding initiatives across different regions. Other changes were more localised resulting from specific peacebuilding initiatives carried out by children or youth, often in collaboration with adults in particular geographic areas.

Theme One: Young peacebuilders often became more aware and active citizens for peace. This prominent theme covered numerous impact sub-themes emerging from individual changes, development, and actions. Child and youth involvement in peacebuilding helped them develop as individuals and become more responsible citizens. Practicing peacebuilding not only allowed young people to improve their peacebuilding skills, more broadly, it contributed to their more effective positive involvement in their communities. Participants highlighted that individual changes and actions resulted in positive impact at community, family, and school levels.

The transformation of young people into more aware and active citizens for peace seemed to start as they became more aware of peace as a concept and possibility. They then began to hope and believe in peace in their families, communities, and nation. This energized young people to acquire the knowledge and skills necessary to do so. As their knowledge and skill improved, both through training and through practicing peacebuilding action, young people's confidence in their ability improved. This dynamic process increased their commitment to peacebuilding which increased their peacebuilding actions and improved their knowledge, skills, and confidence. These young, skilled, and confident peacebuilders applied their developing capacity throughout their daily lives and, thereby, became aware and active citizens for peace. This development process was critical for increasing the impact of their peacebuilding actions.

Theme Two: Young peacebuilders increased peaceful cohabitation and reduced discrimination. Cohabitation moves beyond coexistence, toward peaceful dynamic relationships within and between diverse groups resulting in norms such as interethnic marriages, visiting or studying inter-ethnically, and intergenerational civic collaborations. Children and youth contributed significantly to increased peaceful cohabitation within and between a variety of different groups. Young peacebuilders addressed different forms of discrimination based on age, gender, ethnicity, tribe, and caste in order to increase peaceful cohabitation.

Theme Three: Young peacebuilders reduced violence. Child and youth peacebuilders prevented and reduced different forms of violence and exploitation as evidenced by evaluation participant's claims and supporting

research. The type of violence reduced varied significantly in each country. Following are just some of the examples of reduced violence in each context.

In Nepal, reduced violence against children, women, or men and creation of a more peaceful environment was widely reported by evaluation participants. This included reporting of reduced gender based violence and domestic violence, including reduced scolding of children by their parents. Children and youth also described positive changes in their own behaviour and attitudes to be less violent as a result of participating in their CYP initiative. Reduced alcohol use and associated domestic violence and fighting in two communities was reported. In one such community, collaborative efforts by youth clubs, women's groups, and local officials, resulted in the declaration of an alcohol free VDC. Reduced early marriage was reported by children, adolescents, and youth from 6 child clubs (2 Doti, 2 Rolpa, 1 Nawalparasi, 1 Mahottari) and 4 youth clubs (3 Rolpa, 1 Doti). Inter-agency research on child marriage in Nepal carried out in 15 districts identified how, *"the activities of child clubs, adolescents and girls were found to be very useful in preventing child marriage"* (Plan Nepal et al., 2012, p.10).

In DRG, CYP appeared to reduce violence of different kinds in all 3 LET areas. In Kitchanga, participants suggested there was success peacefully resolving and reducing a number of individual land conflicts. This impact came about through peace education on the land law and the importance of solving conflicts peacefully, as well as through mediation of existing land conflicts. Children and youth were especially involved in awareness raising efforts, while some youth also mediated conflicts. Acts of land conflicts signed, and actual recuperations of land, were mentioned by several organizations as evidence. Children and youth also reduced sexual and gender based violence by raising awareness on gender equality within families, schools and communities, and by addressing forms of sexual exploitation.

In Colombia, a clear difference was discerned between participants under 18 and youth participants. There was an observable majority of children and adolescents (10-17 years old) stressing that they had learned to dialogue instead of fighting, to respect their relatives and peers, and to recognize their own emotional feelings. By contrast, youth, and adults, directed their responses on impacts that increased integration between communities and improved communication within families. More than 50% of answers under the category of reduced conflicts and violence in schools and families (n=94) used terms related to 'communication' to describe how children and youth had experienced greater peace in their relationships at home and in school. Dialogue, listening to others, using proper language, and expressing their feelings are considered as the main strategies they learnt and used through

their involvement in peacebuilding activities. Participants from Cali described how bullying significantly decreased in their school and led to decreased school dropout.

Theme Four: Young peacebuilders increased support to vulnerable groups. In Colombia, DRC, and Nepal, CYP increased assistance offered to vulnerable groups. Following are some examples.

In Colombia. In the Montes de Maria region, the Antonio Restrepo Barco Foundation created a multi-purpose fund providing child and youth groups and organizations with crucial support to develop sustainable and income generating projects. These initiatives positively impact the society by supporting recycling and trash collection youth brigades, creating a playground for disabled children, creating music schools, and by offering economic opportunities for children and youth in a region highly affected by poverty and unemployment (Fundación Restrepo Barco, 2008).

In DRC, 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 claimed to have improved 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. In Goma and Kitchanga, children and youth have contributed to reunifying children and their families who were separated by war, and supporting their reintegration in families and communities.

In Nepal, participants reported increased reintegration of conflict-affected children and youth. Dialogue and interaction programmes among young people who were part of armed groups and youth club members in Mahottari led to increased understanding of their motives and needs. Increased reintegration support of conflict affected children and youth in their communities, schools, and families as a result of child and youth club initiatives was also reported by others (Binadi, 2011; Save the Children Nepal, 2008; Save the Children, 2008; Save the Children, 2013a).

Factors Influencing CYP Impact

Eleven key factors were identified which hinder or enable the impact of child and youth peacebuilding efforts, and there is a strong interplay and dynamic relationship among the factors.

1) Attitudes, motivation, and commitment of children and youth, and their organisations: Good role models, effective communication, teamwork, and the responsibility and commitment of individuals were identified as key success factors. Children and youth were motivating each other, accessing information, and organising themselves in their own clubs, associations, and movements to organise peacebuilding and violence prevention initiatives.

A lack of commitment and interest by children and youth were described as significant hurdles to successfully implementing peacebuilding programs. When only a few children and youth were actively participating and when sufficient preparation was not undertaken for their peacebuilding activities, their initiatives struggled to have significant impact. Reasons for limited participation in peacebuilding initiatives were varied. For example in Nepal reasons included: a lack of parental support for their children to participate; difficulties in reaching children and youth from the most remote communities; insufficient information and awareness about peacebuilding; a lack of local government support; and poor communication and internal conflicts within the clubs. Shyness, rivalry, a lack of information sharing, and disrespectful communication were identified as hurdles in Colombia.

2) Capacity, knowledge, skills, and experience of children and youth: Through their CYP initiatives some children and youth in different contexts have gained increased opportunities to access training on child rights/ women's rights, peacebuilding, conflict management, and leadership skills. In the well functioning associations and clubs, children and youth had improved leadership, communication, analysis, and problem solving skills which enhanced their competencies as peacebuilders. Insufficient capacity building on conflict analysis for many children and youth contributed to some ineffective CYP efforts. In addition many CYP initiatives had insufficient mechanisms in place to effectively document, monitor, and collect data on the process and impact of their peacebuilding initiatives.

3) Family attitudes and support: Parental support for children's participation in peacebuilding was crucial. When there was a general lack of parental support for child peacebuilding efforts within the community, there tended to be lower morale among children and less active participation from

girls and boys. Parental permission was also important for female youth in the Nepali context, as they faced more restrictions in terms of their mobility, compared to male youth. In addition, some families who were most affected by poverty tended to be more reluctant to allow their sons and daughters to engage in peacebuilding activities, as they felt their time could be better spent contributing to the family livelihood. Findings from the evaluation exhibited positive indications that children and youth peacebuilders in a number of locations were gaining increased support from their parents for their CYP efforts.

4) Cultural attitudes, beliefs, and practices: Cultural attitudes and traditions concerning gender equality, marriage within tribal groups, and inheritance rights were mentioned as factors affecting peacebuilding efforts in the DRC. For example, cultural attitudes regarding male inheritance negatively affected efforts to promote gender equality. Similarly, in Nepal traditional cultural attitudes, beliefs, and practices towards gender, caste, ethnicity, and age were deep rooted and contributed to different forms of discrimination and cultural violence, including early marriage.

5) Key stakeholders motivation, commitment, and support: In some communities in Colombia, the DRC and Nepal children and youth reported a lack of willingness and commitment from the local government authorities and other relevant stakeholders to engage children and youth in peacebuilding. Thus, children and youth in some areas felt unsupported and were less able to address direct, cultural and structural forms of violence without support from adults. In some communities in the DRC some youth and children faced hostility and negative reactions to their peacebuilding efforts from key stakeholders. For example, in Kitchanga certain local chiefs prohibited awareness-raising activities and mediations on land conflicts due to vested interests.

In a number of communities in Nepal, and in some communities in Colombia close collaboration with key stakeholders (in schools, communities, local authorities) has increased the successful impact of CYP.

6) Awareness raising, sensitization, and campaigns among key stakeholders: Significant awareness raising and sensitization has been required both to change attitudes regarding the positive roles that children and youth can play in peacebuilding; and to change the attitudes and practices of different stakeholders that contribute to violence and conflict. Awareness raising activities in schools, communities, municipalities, and districts have been a key component of peacebuilding initiatives by child and youth peacebuilders in diverse locations in Colombia, DRC and Nepal.

The media (radio, television, and new forms of social media) has also played an important role in raising awareness and sharing information about peacebuilding and good governance initiatives among the general public.

7) Culture, theatre, arts, and sports as a means of engaging children and youth: Creative methods are being effectively used to engage and sustain the motivation of children and youth in peacebuilding; and to promote awareness and peacebuilding messages. Cultural arts, theatre, drawing, poems, games, quizzes, debates, speeches, singing, and dancing were identified as effective approaches for children and youth to show their talents, to express their views and messages on peace, violence and conflict issues concerning them, and to build social relations among groups.

8) Existence and implementation of government laws, policies, strategies, and provisions: In line with the UN Convention on the Rights of the Child numerous laws, policies and directives have been developed to protect people from different forms of violence and discrimination including child marriage, child labour, trafficking, discrimination etc. Furthermore, there are increasing development of laws and regulations supporting children and youth participation in decision making processes concerning them. In Colombia, a recent law has also mandated incorporation of the topic of ‘peace’ in all school curriculums. However, despite provisions for child and youth representation in various local governance structures concerning them in Nepal, there continues to be a lack of provision for child and youth representation in Local Peace Committees. In addition, some parents, community members, and sometimes even local government officials remain unaware of relevant laws and policies, and there is insufficient implementation and monitoring of laws and policies, especially at the local levels.

9) Financial and material support given to CYP efforts: Child and youth peacebuilders in the DRC emphasized that financial means allowed them to reach a larger number of participants in peacebuilding, in more numerous and remote places. For example, in Bukavu, participants mentioned the need for funds to organize more multi-ethnic debates and to do more peace education. It was suggested that while financial means were important, financial support should also go hand in hand with peacebuilding capacity building and other inputs. In Colombia, while participants affirmed that long-term financial and logistical support was needed, they placed more emphasis on the importance of the support from stakeholders, particularly the need to increase and strengthen partnerships with the state institutions, as well as with other public and private institutions. Child and youth clubs in Nepal are increasingly gaining access to financial and material support from the

local government; and they are influencing local government planning and budgeting processes which is increasing the sustainability of their efforts. Yet, many CYP initiatives continued to face challenges in securing sufficient material and financial support for their CYP initiatives in Nepal.

10) Income generation support for marginalized groups: In Nepal evaluation participants reported that efforts to reach and engage marginalized youth and children in their CYP efforts were more successful if their programs included income generation or skill development opportunities for youth or family members. The evaluation revealed the importance of approaches which are conflict sensitive, and the importance of analysing the unintended economic impact of child and youth peacebuilding activities on families, particularly the most marginalized families, so that risks and negative impacts can be avoided. For example, in efforts to ban alcohol production in Doti in Nepal, it was found that some of the most marginalized families who gained an income from alcohol production left the community when alcohol production was banned, and that this had negative impacts on their children's education.

11) Conflict, political instability, and insecurity: In the context of Eastern DRC, violence and conflict were identified as an important hindering factor. Implementation of peacebuilding activities created risks for child and youth peacebuilders. In addition, the experience and fear of violence and destruction, often with ethnic connotations, influenced the readiness of community members to accept peacebuilding messages. Political insecurity, armed conflict, and strikes were also reported as hindering factors to CYP initiatives in Nepal. During the period of armed conflict, some child and youth club activities were stopped due to insecurity and associated risks (Save the Children, 2008). Furthermore, in recent years political strikes have created delays and adjustments to child and youth peacebuilders plans and activities.

Quality of Child and Youth Participation in Peacebuilding

Eight principles were used to evaluate the quality of child and youth participation in peacebuilding. A Pots and Stones tool was used to evaluate the 8 principles in 4 CYP initiatives in Colombia, and in 20 CYP initiatives in Nepal. Information relating to quality was also drawn upon from the 3 CYP case studies in DRC. Overall, the results from Colombia and Nepal were different, as CYP initiatives in Nepal scored higher in relation to investments in intergenerational partnerships, and lower in relation to participation

that was relevant and respectful to children and youth; and participation that encouraged diversity and inclusion. In Colombia the weakest scores concerned participation that was safe and sensitive to risk, and investments in intergenerational partnerships. In Nepal there were mixed scores for each principle among different CYP initiatives within the country. However, scores from children and youth indicated that there was less transparent information sharing with children, and less opportunities for younger children to be involved in all stages of programming.

Principle One: Participation is Transparent and Informative: In a few CYP initiatives transparent information was shared with children and youth. In many CYP initiatives increased efforts were needed to share more detailed information about the proposed activities and budget for increased clarity among children and youth about their roles and responsibilities, and to ensure informed consent.

Principle Two: Participation is Relevant and Respectful: The 4 CYP initiatives in Colombia reported that their participation in peacebuilding was relevant and respectful, particularly as activities were organised at times that suited children and youth, and young peacebuilders were respectful to one another. In Nepal, adult supporters felt that children and youth were being respected and valued, and that their participation was relevant. However, children and youth gave lower scores, as the availability and time constraints of children and youth were not sufficiently considered, and children and youth sometimes faced pressure from parents or teachers to participate. Furthermore, in a few initiatives some tokenistic examples of participation were described. The importance of sensitising parents and communities about CYP was emphasised by participation in all 3 countries to increase meaningful participation.

Principle Three: Participation Encourages Diversity and Inclusion: Children and youth representatives from the 4 CYP initiatives in Colombia, and the 3 CYP initiatives in DRC thought that their initiatives were inclusive as children and youth from different backgrounds were encouraged to join, and efforts were made to avoid and address discrimination. However, challenges to involving children and youth with disabilities was recognised by a few adolescents in Colombia. CYP initiatives that were evaluated in Nepal had mixed scores. Some CYP initiatives pro-actively engaged children and youth from different caste, ethnic, religious backgrounds. Some tried to involve the most marginalised children and youth, with varying degrees of success. In two youth initiatives low scores were given, as youth organized themselves among people that they already knew who tended to be from the same social or ethnic group.

Principle Four: Participation is Sensitive to Gender Dynamics: The 4 CYP initiatives in Colombia provided relatively high scores, as children and youth asserted that respect and acceptance of different genders was often taken into account within their initiatives. In Nepal there were more mixed results. In each context participants responses indicated a general awareness of the importance of promoting gender equality, but challenges to overcome gender discrimination were considered quite difficult to tackle as they were rooted in socio-cultural traditions and discriminatory practices. The importance of involving boys and men, as well as girls and women in efforts to promote gender equality were emphasised.

Principle Five: Participation is Safe and Sensitive to Risks: Although some efforts were usually made within CYP initiatives to ensure child safeguarding, in many CYP initiatives there were insufficient efforts to assess and minimise risks associated with child and youth participation in peacebuilding. Furthermore, when protection concerns were identified by children and youth, there was not always adequate follow up by concerned duty bearers. The importance of improved risk management to identify and plan how to minimise risks was emphasized by participants in both Nepal and Colombia.

Principle Six: Investments are made in Intergenerational Partnerships in Young People's Communities: This principle received one of the lowest scores for CYP initiatives that were evaluated in Colombia. Furthermore, very mixed scores were made by CYP initiatives in Nepal, with some high scores, some low scores, and many medium scores, indicating while some efforts were made, more systematic efforts were still needed. In Colombia the imperative to get more support for CYP initiatives from municipal entities and to better involve parents were emphasised. Young peacebuilders in Nepal also emphasised that intergenerational partnerships involving children, youth, and the local government authorities helped to ensure that children and youth's recommendations were taken seriously. Increased efforts were needed to build trust between different generations.

Principle Seven: Participation is Accountable: Some efforts are made by children and youth to share information with their peers in CYP initiatives in each of the 3 countries; and in some communities adults are giving feedback to children and youth. However, increased efforts are needed to increase participation in peacebuilding that is accountable. Some evaluation participants suggested that there should be: increased training on accountability so that more children, youth and adults understand what it is and how to apply it; increased collaboration among different agencies working on peacebuilding; and increased advocacy to the local authorities to give feedback to children and youth.

Principle Eight: Involve Young People in all stages of Peacebuilding and Post-Conflict Programming: Results regarding the extent to which children and youth have been involved in all stages of peacebuilding and post conflict programming were mixed in both Colombia and Nepal. In Nepal, child participants provided low scores of one indicating significantly less efforts to engage children in all stages of peacebuilding and post conflict programming, compared with efforts to engage youth. Participants in Colombia emphasised the importance of more systematic efforts to involve children and youth in planning, monitoring, and evaluation processes of their CYP initiatives. Participants in Nepal wanted to advocate for legal provisions for child and youth representation in the Local Peace Committees at the VDC, district, and central levels.

Recommendations and Conclusions

The final part of the report presents three overarching recommendations concerning child and youth participation in peacebuilding, more specific recommendations for different stakeholders, and conclusions. Three thematic recommendations include:

1) Engage children as peacebuilders from a young age to ensure continuity and increased impact: During this evaluation it became evident that many girls and boys who are empowered through their participation and peacebuilding initiatives continue their active engagement in social change and peacebuilding work as youth. Skills and confidence gained as children are transferred and built upon as youth. Thus, agencies are encouraged to engage children to ensure continuity and increased impact.

2) Encourage multi-pronged and multi-stakeholder efforts supporting CYP to multiply and amplify peacebuilding impact: There is no single solution to effectively engaging children and youth as peacebuilders. The 11 factors highlighted earlier are key, but are not a comprehensive list. What did appear clearly across the 3 countries evaluated was that CYP impact was more likely to increase when the right combination of factors were at play. When only one sector, strategy, or stakeholder was engaged to support CYP, challenges were met from other areas. Therefore, cross-sector support for young peacebuilders is recommended in order to maximize peacebuilding impact.

3) Engage with children and youth as partners in formal and informal governance and peace structures in a wide range of contexts, not only

in contexts affected by armed conflict: Children and youth are calling for increased space for representation and meaningful participation in their schools, municipalities, districts, and at national level to better address a range of protection, security, and injustice issues affecting them. Children and youth have a broader concept of peacebuilding that is relevant beyond contexts affected by armed conflict. They are addressing different types of violence, discrimination, and injustice that affects them in their families, schools, and communities, including domestic violence, gender based violence, early marriage, ethnic discrimination, and disrespect. Efforts should be made to engage multiple sectors (education, social welfare and protection, security sector etc) to support CYP. Furthermore, increased efforts are needed to include children and youth in local governance mechanisms and peace structures. This necessitates increased efforts to navigate tensions concerning child and youth protection from and participation in politics, ensuring a focus on informed, voluntary, and safe participation.

Below are examples of recommendations to key stakeholders:

- a) **Government, political leaders and policy makers at all levels** are encouraged to ensure spaces for inclusive and meaningful participation of children and youth in peacebuilding, decision making, and local governance processes, with particular efforts to engage marginalized children and youth.
- b) **Agencies working on peacebuilding or child/ youth related programs, including local, national, international, UN agencies** are encouraged to apply the Operational Guidelines to implement the Guiding Principles for Young People's Participation in Peacebuilding to increase the quality of CYP initiatives with attention to: do no harm; gender sensitivity; valuing diversity; promoting intergenerational partnerships; and involving young people in all stages of programming.
- c) **Community and religious leaders, parents, family members, teachers, and peers** are encouraged to support girls, boys, and female and male youth to participate in peacebuilding, while avoiding coercion; and support CYP initiatives.
- d) **Child and youth peacebuilders** are encouraged to engage more female and male children and youth in peacebuilding and participation initiatives, making special efforts to involve: children and youth with disabilities; children and youth who are involved in gangs or political groups; and children and youth from ethnic minorities, the poorest families and/or those who live in remote areas.

e) Media journalists using print, television, radio and social media

are encouraged to disseminate information on CYP efforts to increase awareness, and avoid showing violence and using media to fuel conflicts among groups.

f) Donors are encouraged to allocate budgets to support CYP initiatives and long term peacebuilding efforts; and ensure transparent information sharing with children and youth about funding opportunities.

Young peacebuilders in Colombia, the DRC, and Nepal are working to prevent different forms of violence, and to promote peace through their own clubs, organisations, and movements, as well as through their collaborative engagement in programmes developed by adult agencies. Working as active citizens for peace, children and youth have primarily contributed to peacebuilding in their communities, schools, and families. Significant changes were most frequently reported at the individual level with positive changes in children and youth's attitudes and behaviour, which increased their peacebuilding actions, and improved their relationships. Through their peacebuilding efforts, children and youth also contributed to reduced violence, reduced discrimination, and increased peaceful cohabitation. It is crucial that the authorities and adults in different settings recognise and embrace child and youth peacebuilders as genuine partners, so that the impact of their innovations and commitment can have wider impact and contribute to more sustainable peace.

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, specifically, in Colombia, the DRC, and Nepal. It then introduces the evaluation's methodology, its application in each country, 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 impact, CYP quality, and overarching findings. Part 3 offers CYP recommendations to different stakeholders, proposes future research, and draws general conclusions.

Part One: Roadmap

Part 1 first introduces the Global Partnership for Children and Youth in Peacebuilding. It then briefly examines the importance and present state of CYP, and then moves on to provide the Colombian, the DRC, and Nepalese contexts and their CYP history. The evaluation's objectives and methodology is introduced, 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 presented. Next, it explains how diverse regions within Colombia, DRC and Nepal were chosen for Local Evaluation Teams (LETs) including child, youth, and adult evaluators. The evaluation tools are introduced, including an online mapping platform, participatory focus group tools, case studies, and other instruments. Part 1 then details the quantity and quality of data collected in each country, and provides an overview about how the 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. Currently very few CYP research and evaluations exist. Much more CYP research and evaluation is urgently needed, particularly using participatory approaches. Therefore, learnings about 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.¹ 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, p. 3, 9; UNICEF, 2004, p. 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 that most 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, p. 9). Urdal's research reveals that poor economic performance, combined with a youth bulge, can be particularly

1 Founding members include Action Aid, PATRIR, Save the Children, Search for Common Ground, UNICEF, the United Network of Young Peacebuilders (UNOY Peacebuilders) and World Vision as well as a number of individual experts on the topic. Visit www.GPCYP.com for more on the Global Partnership.

dangerous, though other variables are influential (Urdal, 2004). 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 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, p. 4; McGill, 2012; O’Kane, 2003; Save the Children, 2008). 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.² 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 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, 2012; McGill, 2012; O’Kane et al., 2013). Boothby et al. acknowledged the complexity of conflict

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).

affected contexts and argued that, “*The agency of youth in war and postwar 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 Colombia

Colombia’s population is 33% children younger than 18 years old (UNICEF, 2014). Colombia has endured a five-decade long internal armed conflict. Colombia’s context of violence and war is complex and involves multiple armed groups and actors such as guerrilla groups, paramilitary groups, and their successors,⁵ other organized crime groups and governmental armed forces (Internal Displacement Monitoring Center [IDMC], 2014). For decades, Colombian civil populations have been dramatically affected by these raging confrontations. Nearly 6 million persons have been internally displaced mostly from Pacific Coast departments and Antioquia, Putumayo and Norte de Santander departments (CODHES, 2013; UNHCR, 2013; Human Rights Watch, 2014; IDMC, 2014). Most internally displaced persons (IDPs) have moved from rural to urban centers, although intra-urban displacements have increased in recent years due to increased urban violence (UNHCR, 2013).

3 Read more on the guiding principles here <https://www.sfcg.org/guidingprinciples/>

4 See UNOY Peacebuilders’s report encouraging and providing language for a UN Security Council resolution here <http://unoy.org/wp-content/uploads/2015/03/Agreed-UN-Language-on-Youth-Participation-in-Peacebuilding-2-FLAT.pdf>

5 After the demobilization of the largest paramilitary group in 2005, the Autodefensas Unidas de Colombia (AUC), several of its members did not demobilize and were re-organized in several criminal groups. As a result, several groups continue to collude with Government forces and local officials. They are called Criminal Gangs by the Colombian Government and Post-Demobilized Paramilitary Groups by others (ABColumbia 2015:3).

In several regions of the country, populations are constantly terrorized by confrontations between armed groups and criminal bands such as the Revolutionary Armed Forces of Colombia (FARC), the National Liberation Army (ELN), paramilitary groups and government forces, among others. Criminal bands and other organized groups have gained increasing power. They are engaged in drug-trafficking and other criminal activities such as extortion, human trafficking, forced recruitment, and mining.

Since October 2012, the government and the country's largest guerrilla force, the FARC, have been engaged in peace talks held in Havana, Cuba. Despite the progress of the negotiations, human rights abuses and violations of international humanitarian law continue to be perpetrated by both parties. Such abuses and violations mostly affect indigenous people, afro-descendant communities, peasant communities, women, children, human rights defenders, unionists, and community activists. These abuses include forced displacement, torture, sexual and gender-based violence, abductions, and unlawful killings, among others (Amnesty International, 2014; HRW, 2014). Ending the 50 year-long conflict with the FARC is one of numerous steps to build sustainable peace in the country. As described above, several other armed groups are involved in the Colombian conflict and represent an obstacle to sustainable peace. Civil society groups have voiced their concerns as to the necessity of addressing *"the root causes of the conflict of socioeconomic exclusion, security, good governance and justice"* (ABColumbia, 2015, p. 7). A bilateral and definitive ceasefire has not yet been agreed.

Recent estimates show that there are nearly 16,000 child soldiers in Colombia (Forero, 2013). Indigenous and Afro-Colombian children and youth in rural communities are particularly at risk. The FARC, National Liberation Army and paramilitary groups all recruit and use children--constituting 44%, 42% and 40% of their soldiers, respectively (Springer, 2012, p. 30).

In the midst of conflict and violence, children are growing in a context in which their rights are being violated in different and horrific ways. More than 30% of the victims of the armed conflict are boys, girls and adolescents (World Vision International Oficina Para Colombia, 2015, p. 86). Children are being recruited by illegal armed groups and organized criminal organizations; they are victims of sexual abuses and assassinations; and they are abandoned in the streets with few other choices than engaging in delinquency, drug-addiction and begging (Kemper, 2012; Alvarado et al., 2012, p. 29). In many cases, violence, exploitation and abuse take place in homes, schools, care and justice systems and communities (World Vision International Colombia Office, 2015, p. 63-85; Kemper, 2012; Alvarado et al., 2012, p. 29).

Colombia's child and youth peacebuilding experience. In the face of these multiple challenges, over the last 20 years Colombia has gained significant experience engaging children and youth as peacebuilders (Riaño-Alcalá, 2006; Cabannes, 2006; Guerrero and Tinkler, 2010; Human Rights Watch, 2010; McGill 2012). Colombia ratified the Convention on the Rights of the Child in 1991. Soon after, Law 115 of 1994 (General Law of Education) established participation mechanisms by means of Students Councils and Representatives; thereby, providing a significant CYP opportunity. Student representatives are responsible for promoting, protecting, and defending children and adolescents' rights within schools.

In 1996, several international and national Civil Society Organizations (CSOs) together with UNICEF created the 'Children for Peace Movement' with the objective of elevating the protagonist role of children in Colombia, considering them citizens capable of participating in matters that affect them (UNDP, 2006). It was the first large-scale initiative in Colombia promoting children as subjects with rights and not only objects of protection. One of the movement's major achievements was a vote in which more than 2,800,000 children under 18 voted for peace and for their rights (World

Vision International Colombia Office, 2015b). This catalyzed adults to organize a vote supporting the children's mandate for peace. On October 26, 1997, over 10 million people turned out to vote for peace in a country with fewer than 40 million people spread across a vast, mountainous, often rural, and very dangerous landscape (Cameron, 2001).

Subsequently, Law 375 of 1997 established Youth Councils enabling youth to advise on the development plans and youth programs at municipal, departmental, and national levels (National Working Group on Child and Youth Participation, 2008, p. 11-13). In 2006 Colombia enacted Law 1098 containing the "Code for the Infancy and Adolescence." This milestone law established children and adolescents' right to participate in activities of their interests in families, schools, associations, state programs, departments, districts, and municipalities. Several national legal frameworks also address the rights of children and youth to participate, primarily at the school and political level. Nevertheless, a 2008 report of the national Interinstitutional Working Group on Child and Youth Participation emphasized how non-autonomous and misrepresented practices of participation prevailed in the country (p. 13). More recently, Law 1732 of 2015 mandated the incorporation of the topic of 'peace' in all school curriculums (Colombian Ministry of Education, 2015).

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). Politicians and other persons with influence often manipulate existing tensions in order to secure the status quo and safeguard their privileges (SFCG, 2014). Sexual violence is widespread, especially during armed confrontations. Gender-based violence is also pervasive when it comes to economic opportunities, heritage, access to land, and early marriage (HHI, 2009, 2010; HRW, 2009; IA, 2012).

Urban and rural, accessible and remote areas are affected by conflict and violence differently. Illegal armed groups are especially active in remote areas, where state security forces are less present (SFCG, 2014). However, strong illegal armed groups have in the past also threatened and marched into and controlled the provincial capitals of North and South Kivu. More recently, in November 2012 Goma was taken over for 11 days by an armed group called M23 (BBC, Nov. 20, 2012; BBC, Dec. 1, 2012). Rural areas are clearly more prone to land conflicts. Illegal activity such as illegitimate taxation, arbitrary arrests, criminality, and widespread impunity are commonplace (SFCG, 2014; HHI, 2009; UN Mapping Report, 2010).

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 drive west of Goma. The road conditions are bad and sometimes impassable by car when there is much 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 and 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). Goma and Bukavu have also experienced open war and the presence of illegal armed

actors (Weiss, 2000). Presently, current and former members of rebel groups live in the two cities under civilian disguise. 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 (IDPs).

These conflicts and forms of violence affect children and youth in Eastern DRC in different ways. Evaluation participants asserted that children and youth grow up in a climate of high insecurity and confusion and with little vision for a better future. Young people are especially at risk of being forcefully recruited into illegal armed groups. Others join voluntarily and see membership in an armed group as their best way out of poverty (SFCG, 2013; MONUSCO, 2015). Politicians manipulate young people for electoral purposes (Oxfam, 2015). Girls and young women faced further risks and discrimination; they have less access to land, economic opportunities and decision-making power, and are usually excluded from inheritance (IA, 2012). Armed men use them as sex slaves (HRW, 2014) and others, such as bar owners, use them as sex labourers, as will be discussed later in this report.

Numerous children and youth in Eastern DRC have responded to this unstable and insecure environment by becoming active peacebuilders. Traditionally, youth and children in the DRC are mostly seen as either violent actors or victims of violence and not so much as agents of positive change. Furthermore, there is little literature about children and youth as active participants in peacebuilding in the DRC (Tarter, 2011; Schwartz, 2010). Guelord Mbaenda showed that youth in the DRC hold the key to strengthening social cohesion when conflicts rage (2013). He analyzed youth clubs that were successfully used as a tool of systematic social capital building. Unfortunately, while acknowledging DRC organizations that have engaged young people as peacebuilders, Eastern DRC's CYP experience is quite lacking.

Most child and youth peacebuilding activities in Eastern DRC appear focused on family, school and community levels. Children and youth frequently focus on tangible conflicts that affect them in their daily lives and that they believe that they can change.

Background to Child and Youth Peacebuilding in Nepal

In Nepal, children and youth make up the majority of the people. 62.8% of the country's population is under the age of 29 (Government of Nepal Central Bureau of Statistics, November 2012). Children and youth are living in a post-conflict situation and are affected by different forms of conflict, and violence, including, but not limited to, gender based violence, child marriage, corporal punishment, child labour, and discrimination based on caste, ethnicity, gender, disability, income, and other factors.

From 1996 to April 2006, Nepal witnessed the Maoist insurgency launched by the Communist Party of Nepal-Maoist (CPN-M). The decade long armed conflict adversely affected children and youth's education, livelihood, family based care, survival, protection, and well-being (Save the Children Norway, 2008; Mulmi, 2009). Children and youth were both victims and actors in the civil war; more than 3,000 children (under the age of 18) and considerable numbers of youth were recruited to join armed groups, forcefully or by choice (Gupta et al., 2011). The government and the Communist Party of Nepal-Maoists' announcement of a ceasefire in April 2006 marked the beginning of the formal peace process and the envisioning of a peaceful and democratic country (Thapa, 2011). On November 22, 2006 a comprehensive peace agreement was secured between the Government of Nepal and the Communist Party of Nepal-Maoists.

The armed forces, armed groups, and political parties have all competed for the loyalty of youth to participate in rallies, strikes and violence (SFCG, 2008). In recent

years children and youth have participated in both peaceful and violent protests related to political reforms and constitutional development delays (Gupta et al., 2011; British Council and Association of Youth Organizations Nepal [AYON], 2011). Poverty, lack of jobs, political instability and conflict have been identified as factors contributing to increased frustrations among youth, and increased migration of youth leaving Nepal in search of work (Paudel, 2012; British Council and AYON, 2011; Bennett et al., 2010). However, a youth survey indicated that the majority of youth prefer peace over violence, but that many youth lack information about peacebuilding opportunities (British Council and AYON, 2011). Thus, it is crucial to recognise and scale up existing CYP initiatives.

Thousands of children and youth are actively engaged in peacebuilding and violence prevention in Nepal through clubs, networks, and other CYP initiatives (Bennett et al., 2012; Care Nepal, 2012; Save the Children, 2008). Child and youth clubs are widespread and enable children and youth to work on a range of social, recreational, educational, and environmental issues concerning them, including peacebuilding. Part of the driving force behind the emergence of child clubs in the 1990s was the growing acknowledgement of children's rights (Theis and O'Kane, 2005). There are 19,454 child clubs (for children under the age of 18) registered or in contact with the District Child Welfare Board (Central Child Welfare Board, 2014), including clubs in urban and rural settings, as well as in remote communities. The Consortium of Organisations Working for Child Participation, established in 1999, and involving more than 61 international and national organisations, coordinates support to child clubs and other child participation processes. Many youth clubs and organisations have also been established; but there is not a system in place to provide data on the exact number. The creation of the Ministry of Youth and Sports (MoYS) and the development of a National Youth Policy in 2010 have supported efforts to increase political attention to youth issues. The National Youth Policy recognises that youth aged 16-40 years *"are pioneers of economic, social, political and cultural transformation and change driving force"* (MoYS, 2010, p. 1).

Non-government organisations supporting peacebuilding have supported existing youth clubs, and have encouraged the formations of new clubs, as agency staff thought that youth needed to be organized and mobilized in positive ways (Bennett et al., 2012). Other types of CYP initiatives supported in Nepal include: peace education; training students on child/human rights, life skills, and peacebuilding; establishing Youth Peace Dialogue Centres in educational institutions; supporting return and reintegration of children and youth associated with armed groups; supporting dialogue between youth and justice and security stakeholders; establishing Village Peace Pressure Groups; organising radio programmes for youth on peacebuilding; supporting child and youth participation in decision making and local governance; consulting children and youth in the constitutional development process; and supporting youth employment and livelihood schemes (Care Nepal, 2012; Bennett et al., 2012; British Council and AYON, 2011).

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 consideration 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 were 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 Colombia and Nepal, researchers only evaluated initiatives of child and/or youth peacebuilding organisations which focused on engaging children or youth as peacebuilders. In the DRC three types of initiatives were included in this study: (1) initiatives of 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 on 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 the complexity of undertaking evaluations of multiple initiatives to examine their cumulative impact, it was 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.*

In this evaluation, peacebuilding was defined as shown above, recognising that it could be done at the individual, family, community, sub-national, national, and global level. This evaluation focused upon majority world contexts affected by armed conflict. However, it also recognised that children and youth are affected by different forms of violence, some forms of which may not be directly related to armed conflict. Galtung (1969) described three types of violence: direct, cultural, and structural violence which are inter-related. Direct violence can take many forms. In its classic form, it involves the use of physical force, like beating, killing, torture, or rape. Verbal violence, like humiliation or being threatened, is also considered a form of direct violence. Cultural violence includes forms of violence that are justified or encouraged by cultural attitudes, beliefs, or social norms. For example, in societies where it is seen as normal for children to marry, then child marriage is a form of cultural violence. Structural violence exists when some groups are discriminated against and have unequal access to resources compared to other groups based on gender, ethnicity, class or other factors. It is structural violence when the discrimination is built into the social, political and economic systems that govern society. Galtung recognised that cultural and structural violence could cause direct violence. Thus, in peacebuilding work it is important identify and to prevent each of these forms of violence.

Recognizing different cultures and organizations define groups of young people differently, this evaluation refers to child and youth peacebuilding (CYP) 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.

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

In this report, the term “*evaluation participants*” or “*participants*” refers to participants from all four groupings above. “*Child participants*” refers only to those who were 10 to 14 years old. “*Adolescent participants*” or “*Adolescent*” refers only to those who were 15 to 17 years old. “*Youth participants*” were only those from 18 to 29 years old. “*Adult supporters*” were participants 18 and older who supported child and/or youth peacebuilders. However, “*child and youth participants*” refers to all evaluation participants aged 10 to 29 years old, including the 15 to 17 year old adolescent participants. In addition, in the

Nepali context, “child club members” refers to those under the age of 18.

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.

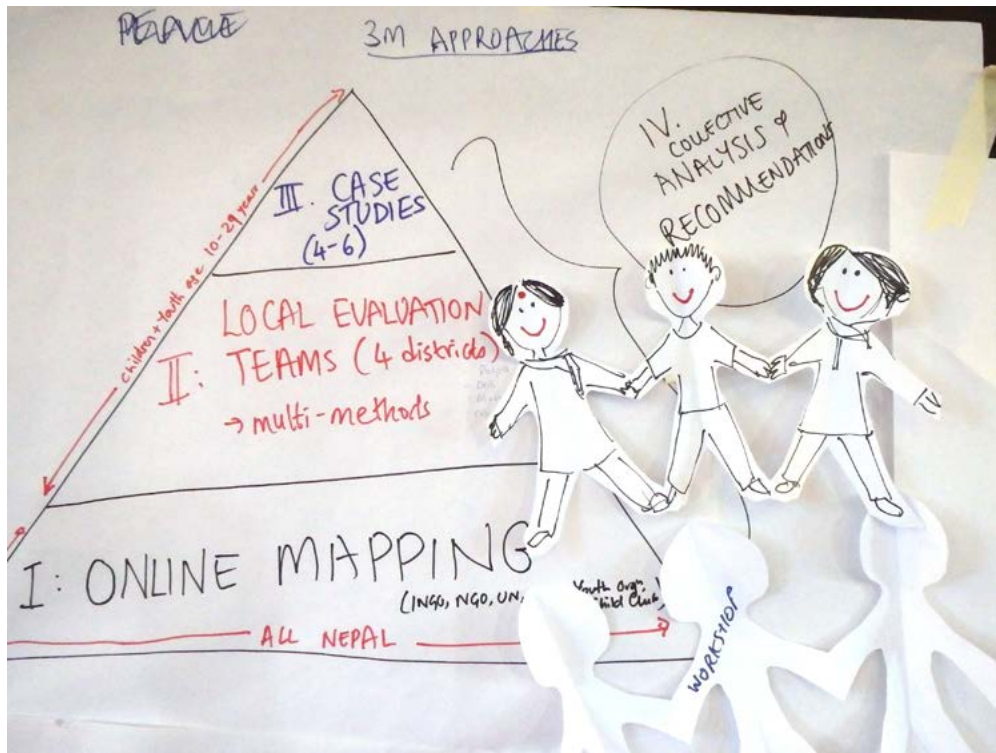


Diagram used in the National Capacity Building Workshop, Nepal

Key considerations for ethical evaluations with children and youth (adapted from Feinstein and O’Kane, 2008)

- 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 form of code of conduct
- Assess the risks to participants before you begin the evaluation 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, understand how their contributions will be used, and are aware that they can withdraw 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 disclosures
- Ensure participants’ 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 the voices of marginalized groups to be heard on an equal basis
- Whenever 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- managing expectations well
- Give quality feedback to all those involved

Country Partnerships for Children and Youth in Peacebuilding

As national structures of the Global Partnership, DRC, Colombia, and Nepal each formed a Partnership for Children and Youth in Peacebuilding around September 2014. These country partnerships developed steering teams that, to varying degrees, included the national representatives of the Global Partnership Steering Team (GPST) members along with local and other international organizations. In Colombia, World Vision International’s Office for Colombia played a lead facilitation role. Similarly, in Nepal and DRC, SFCG played a lead facilitation role. Each country partnership agreed to implementing the 3M evaluation in their context with the support of funding from the

Global Partnership via a Norwegian Agency for Development Cooperation (Norad) grant to Save the Children Norway.

Country partnerships were established with the intent of having long term sustainable structures supporting collaborative learning, information sharing, joint programming, and advocacy increasing value and space for meaningful CYP at all levels. Each country partnership Steering Team was encouraged to participate in the Global Partnership for Children and Youth in Peacebuilding to enhance information exchange and effective programming and advocacy at all levels. With regard to the 3M evaluation, in partnership with the Global Evaluators and the 3M Global Steering Team, each country partnership Steering Team was to:

- Rigorously implement the 3M evaluation to ensure a substantive and valid country report;
- Assist in overcoming methodological challenges or other concerns associated with the 3M evaluation;
- Support analysis and action planning on emerging findings from the evaluation;
- Identify and follow up on key advocacy messages to increase support for more effective and efficient CYP.

Selection of geographic areas and Local Evaluation Teams (LETs)

Four main selection criteria were used to identify the regions for the 3M evaluation in each country: (1) diversity of peacebuilding initiatives, (2) a balance of both urban and rural settings, (3) presence and willingness of organizations and partners to support the evaluation, and (4) diverse community representations. Child and youth-led initiatives and organizational peacebuilding initiatives were evaluated in both urban and rural settings. Efforts were also made to undertake the participatory evaluation in ethnically, socioeconomically, and culturally diverse communities. In this respect, internally displaced persons, ethnically and caste diverse communities, communities directly affected by armed conflict, as well as communities affected by other types of violence, were involved in the evaluation process.

Once the LET areas were decided, Country Evaluators were hired to help inform, adapt, and implement the participatory evaluation process supporting meaningful participation of children and youth as evaluators, advisers, respondents, documenters, and analysts.

Local Evaluation Teams (LETs) were formed and composed of children, youth and adults from different peacebuilding initiatives. Country partnership Steering Team member organizations and other partners involved in the evaluation were invited to identify participants for a 4-day National Capacity Building Workshop. Six to eight members of each LET were trained to use and implement participatory evaluation tools and follow the evaluation protocol. Organizations and LET members identified a LET Coordinator. After the National Capacity Building Workshops LETs were typically expanded to include 9 to 12 members. Criteria encouraged for LET membership included diversity (gender, age, religion, ethnicity, marginalized children and youth); experience in CYP; experience in research and evaluations; impartiality, and non-violence; and capacity, availability and willingness to volunteer. In terms of diversity, in Nepal for example, the LETs included members from diverse ethnic and caste groups (Brahmin, Madeshi, Dalit, Janajati, Chhetri, and Bahun). While the majority of the members were Hindus, four members were Muslim.

TABLE: Number of LET Members by Country and LET area, Gender, Age and Role

	10-14 years		15-17 years		18-29 years		18+ Adult Supporters		total		ALL TOTAL
	M	F	M	F	M	F	M	F	M	F	M&F
Colombia LETs											
Eje Cafetero	1	0	3	3	0	2	2	1	6	6	12
Cali	0	0	0	0	3	3	0	0	3	3	6
Bogotá-Soacha	2	0	1	1	2	1	2	0	7	2	9
Montes de María	0	0	0	0	3	7	1	1	4	8	12
Colombia Totals	3	0	4	4	8	13	5	2	20	19	39
Eastern DRC LETs											
Bukavu	0	0	0	0	5	5	2	0	7	5	12
Goma	1	0	0	1	4	6	0	0	5	7	12
Kitchanga	0	2	1	0	3	4	2	0	6	6	12
DRC Totals	1	2	1	1	12	15	4	0	18	18	36
Nepal LETs											
Rolpa	1	0	0	2	4	1	1	0	6	3	9
Doti	0	0	1	1	1	5	1	0	3	6	9
Mahottari	1	1	0	0	6	4	0	0	7	5	12
Nawalparasi	0	0	0	0	5	7	0	0	5	7	12
Nepal Totals	2	1	1	3	16	17	2	0	21	21	42
All LETs Totals	6	3	6	8	36	45	11	2	59	58	117

Colombia

The types of conflict and violence affecting children and youth vary in different geographic areas of the country, as they are influenced by different socio-cultural, historical, political and economic factors. In order to make strategic choices about geographic areas to form Local Evaluation Teams, the Colombia Partnership Steering Team mapped where member organizations and other allies were implementing and/or supporting CYP initiatives. In this respect, the Steering Team members acknowledged the fact that each region had its own particularities, both in terms of the types of violence and actors involved as well, as the existing varieties of child and youth peacebuilding initiatives. Four regions were selected for the evaluation.

Eje Cafetero (Colombian Coffee Growing Axis), a region where children and youth were significantly affected by the presence of armed actors and other types of violence such as drug trafficking, criminal organizations, gangs, youth delinquency, and sexual exploitation (Defensoría del Pueblo 2012 in Caracol Radio, 2012). The 3M evaluation was conducted in Armenia (Quindío) and Manizales (Caldas).

Bogotá-Soacha, the populations of southern Bogotá and the municipality of Soacha, where the 3M evaluation was conducted, were amongst the most vulnerable

of the country. The region is characterized by uncontrolled settlement growth due to continuous population displacement from conflict-affected areas.

Cali, the country's third largest city and one of the most violent. The city is particularly affected by the presence of different criminal groups and gangs.

Montes de Maria, Starting in the 1990s, the region was highly affected by the armed conflict with the presence of guerrilla groups, paramilitaries, and government forces. The high levels of violence resulted in massive population displacement towards urban centers on the Caribbean coast.



(Map of Colombia LET Areas, 2015).

DRC. The DRC 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.

Conflicts and violence in Eastern DRC are complex. Children and youth in both urban and rural, and remote and more accessible sites, are affected differently. Hence, the evaluation included more easily accessible and the urban centers, Bukavu and Goma, as well the more rural, remote and less accessible sites, Baraka, Kitchanga, and Lubero. These five sites were also selected because of the presence and experience of the different DRC Partnership Steering Team members and partners there (World Vision in Bukavu, Evangelical Ministry of Reconciliation and Development in Fizi, SFCG, Save the Children in Kitchanga, and Programme D'Encadrement et de Reinsertion Socio-Economique Des Ex-Combattants et Autres Vulnérables (PEREX-CV) in Lubero).

Six to eight members of each LET participated in the National Capacity Building Workshop in November 2014. Unfortunately, limited preparation meant the workshop

was only just over two days. Several difficulties occurred during the data collection phase that were linked to the selection of the LET members and evaluated organizations, which 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 members with considerable CYP experience was not strictly followed. Consequently, several LET members had limited CYP knowledge and very little to no experience in data collection. Also, not enough attention was put on including children, as stipulated by the Evaluation Protocol.

As the evaluation went on and faced a number of contextual challenges, on 28th January 2015, the Global Partnership Steering Team 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 with poor transport infrastructure, in particular, limited the coverage of areas more afield. The two urban sites, Bukavu and Goma, that were more accessible and Kitchanga where the LET was most productive in the evaluation so far, were retained.



Map of DRC LET Areas (CMS, 2015).

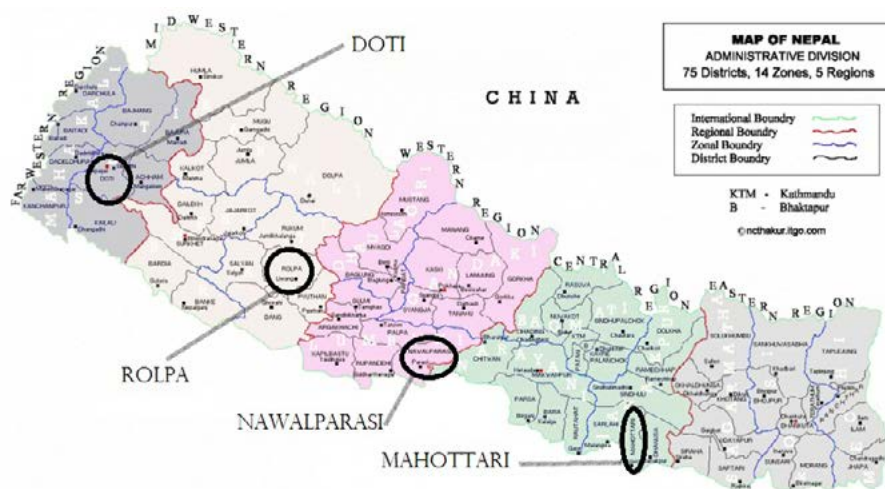
Nepal. The Nepal Partnership Steering Team was very active and organized 10 meetings between September 2014 and May 2015 in order to coordinate evaluation planning, capacity building, mentoring, information exchange, action planning and advocacy efforts. Local Evaluation Teams were established in 4 districts:

Mahottari in a central Terai district has a Madhesi majority population. Ethnic conflict and political violence has been common in recent years (Prio, 2009).

Nawalparasi is a western Terai district with a Pahade and Madhesi mixed community.

Doti is a rural district in the far-western region speaking the Dolteli language.

Rolpa which was the birthplace of the Nepalese Civil War (1996-2006), and was one of the regions that was most affected by the armed conflict (Martinez, 2003).



Map of Nepal LET Areas ("Map of Nepal", 2011)

National Capacity Building Workshop and Mentoring to LETs

Training and mentoring to the LETs was provided by Country Evaluators, Global Evaluators and the Country Steering Team members. LET mentoring started with the National Capacity Building Workshop in each country. Follow up mentoring and support visits were made by the Country Evaluator to each LET. Furthermore, regular calls and emails between the Country Evaluator, Partnership Coordinators, and LET Coordinators enabled further support and coordination.

Participants were trained to use participatory data collection tools (e.g., 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 with encouragement to be sensitive to LET members and evaluation participant 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.

Colombia. Following the workshop, trained LET members also provided peer training to involve addition children and youth in their teams. Newcomers initially supported the facilitation in terms of logistics and most importantly as observers. Once they felt

comfortable with the methodologies, they also facilitated sessions. Of thirty participants trained during the National Capacity Building Workshop, twenty-nine participated actively in the evaluation by implementing participatory evaluation tools.

DRC. The DRC Evaluator was not yet hired at the time of the workshop. Therefore, a Global Evaluator facilitated the DRC workshop with support from the DRC Evaluation Coordinator and a member of the Global Partnership Steering Team. Thirtyfive LET members participated in the workshop (1 child, 5 adolescents, 22 youth, and 7 adult supporters of which 12 were female and 23 male). Due to insufficient preparation, the workshop was condensed into 2.5 days. For this, and other reasons, a few 3M evaluation tools were not used in the DRC. This allowed more time to train and coach the DRC LETs to use fewer tools.

The LETs organized small workshops immediately after the National Capacity Building 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 the third tool that was used for the case studies only (Children and Youth in Context).

Nepal. The Nepal Capacity Building Workshop occurred in Kathmandu in late November 2014. Thirty two (15 Female and 17 Male) LET members participated. There were 8 from each LET. Participants included 3 children, 4 adolescents, 24 youth, and one adults supporter. Follow up mentoring and support visits were made by the Nepal Evaluator to each LET on 3 separate occasions (December 2014, January/ February 2015, and March 2015).

Overview of 3M Evaluation Tools

Online mapping. In addition to using the Participatory Evaluation Tools the Global Partnership collaborated with other agencies to expand an existing web platform to allow 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 importing of peace and violence indicators. Development delays prevented use of the platform during the timeframe of the 3M evaluation process. However, the platform can be used for ongoing mapping. 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 in a particular CYP initiative.⁶ The Timeline and Body Map were intended to be used as essential tools facilitated in FGDs, 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 CYP initiatives selected to be 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 2 to 3 facilitators conduct each FGD together.

6 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.

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?*



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)*

Pots and Stones FGD

The Pots and Stones FGD was used to discuss and score eight principles relating to CYP quality and share ideas to improve quality. Pots and Stones was to begin in 4 working groups, so each group could explore 2 principles, and conclude in plenary discussion agreeing final scores for each principle. See Appendix⁷ for the FGD handout with the 8 principles, their related questions, and the scoring scale.

Qu1. *How well is the principle met in your CYP initiative? What is your score and your reasons?*

Qu2. *What can be done to improve this principle's score?*

⁷ Eight basic principles for CYP were identified by the Global 3M Steering Team and Global Evaluators based primarily 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 through an inter-agency initiative.

Draw and Write, 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 their peacebuilding or violent experiences. Participants could draw and write more about an FGD or interview question, their own question, or one those of 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?*



A drawing of Gautam Buddha, by a 14 year old boy from Nepal.

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 3-5 CYP initiatives considered “most effective” in building peace in each country. 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 (*see case studies in Appendix One*).



A Children and Youth in Context FGD with boys aged 10 to 14 years old in the DRC

A five-day Data Analysis and Reflection Workshop in the DRC and Nepal, and four-day workshop in Colombia, brought together LET members, Country Partnership Steering Team members, 3M Global Steering Team members, the Country Evaluator, and a Global Evaluator. Children and youth were supported and encouraged to play active roles as facilitators, presenters, analysts, and advocates in this workshop. Workshop objectives were to:

- reflect on key learning from the participatory evaluation process
- present, dialogue, and analyse key data concerning each evaluation topic
- analyze data disaggregated by gender, age, LET area, and other relevant factors
- develop key practical and strategic recommendations and messages to strengthen CYP
- plan evaluation feedback, dissemination, advocacy, action planning at a range of levels, and ongoing efforts to strengthen the Country Partnership

Applying 3M Evaluation Tools in Colombia, DRC and Nepal

In Colombia, 90 FGDs were used to evaluate 10 CYP initiatives involving 437 participants in. There were also 14 participants who were interviewees only. All initiatives evaluated focused on CYP.

In the DRC, 76 FGDs, with a total of 408 participants, were used to analyze 18 organizations (3 in Bukavu, 9 in Goma, and 6 in Kitchanga). Some of these organizations had solely a peacebuilding mission, and some supported child and youth led initiatives. Some peacebuilding initiatives that were evaluated included children incidentally rather than intentionally. However, initiatives were only included in this evaluation if FGD participants responded focusing on the child and youth peacebuilders in the initiative.

In Nepal, 17 child clubs and 17 youth clubs across 4 districts were evaluated using 162 FGDs. Each of these clubs engaged in peacebuilding. 708 participants were involved in FGDs or interviews.

The Nepal Partnership Steering Team formed quickly, and consequently, data collection started earlier in Nepal than in Colombia and DRC. Less data was collected in DRC for a number of reasons discussed in more detail in the DRC report.

TABLE: Number of FGDs Completed by Tool and Participant Group.

	10-14 years	15-17 years	18-29 years	18+ Adult Supporters	ALL TOTAL
Timeline					
Colombia	9	13	7	2	31
DRC	0	13	11	5	29
Nepal	10	19	18	1	48
<i>Timeline Totals</i>	<i>19</i>	<i>45</i>	<i>36</i>	<i>8</i>	<i>108</i>
Body Map					
Colombia	13	15	7	3	38
DRC	16	8	4	1	29
Nepal	19	33	26	2	80
<i>Body Map Totals</i>	<i>48</i>	<i>56</i>	<i>37</i>	<i>6</i>	<i>147</i>
Children and Youth in Context					
Colombia	4	3	3	0	10
DRC	4	7	4	3	18
Nepal	0	1	3	3	7
<i>C & Y in Context Totals</i>	<i>8</i>	<i>11</i>	<i>10</i>	<i>6</i>	<i>35</i>
Pots and Stones					
Colombia	4	5	1	1	11
DRC	0	0	0	0	0
Nepal	4	9	10	4	27
<i>Pots and Stones Totals</i>	<i>8</i>	<i>14</i>	<i>11</i>	<i>5</i>	<i>38</i>
Total Colombia FGDs	30	36	18	6	90
Total DRC FGDs	20	28	19	9	76
Total Nepal FGDs	33	62	57	10	162
All FGD Totals	83	126	94	25	328
Draw and Write, poems and stories					
Colombia	~	~	~	~	121
DRC	47	31	11	0	89
Nepal	155	148	27	0	330
<i>Draw and Write Totals</i>	<i>202</i>	<i>179</i>	<i>38</i>	<i>0</i>	<i>540</i>

TABLE: Number of FGD and Interview Participants by Gender, Age, and Location (excluding Draw & Write). Participants are only counted once in this table though some participants participated in multiple evaluation activities.

10-14 years		15-17 years		18-29 years		18+ Adult Supporters		total	total	ALL TOTAL
M	F	M	F	M	F	M	F	M	F	M&F

Colombia LETs

Eje Cafetero	26	33	27	63	12	22	1	3	66	121	187
Cali	5	10	1	3	9	2	0	6	15	21	36
Bogotá-Soacha	22	36	6	14	4	1	1	9	33	60	93
Montes de María	10	19	15	23	36	17	3	12	64	71	135
Colombia Totals	63	98	49	103	61	42	5	30	178	273	451

Eastern DRC LETs

Kitchanga	12	28	37	48	30	21	1	0	80	97	177
Goma	28	19	13	6	29	25	6	4	76	54	130
Bukavu	19	15	9	14	20	12	6	6	54	47	101
DRC Totals	59	62	59	68	79	58	13	10	210	198	408

Nepal LETs

Doti	31	25	43	51	10	7	17	4	101	87	188
Rolpa	15	15	27	23	44	44	0	0	86	82	168
Nawalparasi	15	13	30	34	28	32	2	9	75	88	163
Mahottari	18	17	22	24	30	20	49	5	119	66	185
Kathmandu ⁸	0	0	0	0	2	1	1	0	3	1	4
Nepal Totals	79	70	122	132	114	104	69	18	384	324	708

Participant Totals	201	230	230	303	254	204	87	58	772	795	1,567
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⁸ There was no LET in Kathmandu, but 4 key informant interviews were conducted in Kathmandu.

Colombia. Between February and March 2015, LETs implemented the two essential participatory evaluation tools to assess the quality and impact of child and youth participation in peacebuilding, namely, Timeline and Body Mapping. Three LETs used Children and Youth in Context and Pots and Stones to evaluate 4 CYP initiatives in 3 regions as case studies.



Body Mapping by children in Colombia

DRC. From the end of January, 2015 LET support was focused on 3 of the original 5 LETs. From January to March Bukavu, Goma, and Kitchanga LETs organized Timeline and Body Map FGDs, and collected Draw and Writes. A total of 29 organizations were evaluated and 95 FGDs organized. Due to insufficient quality of some data and some organizations not having CYP related initiatives, 11 organizations and 19 FGDs were not included in the final analysis of the DRC data. Hence, this report is based upon the DRC data on 18 organizations, 76 FGDs, and data from other methods described above, such as, interviews and secondary sources. After many evaluation challenges, a new DRC Evaluator started in March, and LETs were provided with more regular and close supervision, support, and additional training.

Only the Children and Youth in Context FGD was used for the DRC's 3 case studies. Eight Children and Youth in Context FGDs were organized per case study. Due to the insufficient quality of the methodology applied, only 2 FGDs in Bukavu were included in the final analysis.

Nepal. Following the National Capacity Building Workshop, the 4 LETs tested evaluation tools in their districts, while training additional LET members. Each LETs also formed District Advisory Committees to support the evaluation and follow up processes. The Nepal Evaluator, accompanied by one of the Nepal Partnership members visited each LET during the last week of December to support tool testing and Advisory Team formation. Testing the Timeline, Body Map, and Pots and Stones increased evaluators' confidence using tools and in local languages and contexts and with children and youth of different ages.

The LETs in consultation with the District Advisory Committee identified and prioritised 3-5 child peacebuilding initiatives, and 3-5 youth peacebuilding initiatives to evaluate in each district, including their own peacebuilding initiatives. Between February and March 2015 a total of 162 FGDs were conducted to evaluate peacebuilding initiatives implemented by 17 child clubs and 17 youth clubs. Some of these clubs were registered

with district authorities, others were unregistered. Secondary data from other child and youth peacebuilding initiatives were also drawn upon. Four case studies on CYP initiatives, one from each district were undertaken.

Children, Youth and Adult Engagement in the Documentation and Analysis Process

The participatory nature of the 3M evaluation supported active engagement of children and youth as evaluators. LET members were trained and provided with several tools and methods to ensure an efficient and rigorous documentation and analysis process:

- **Systematic use of Individual Codes.** Every participant of the evaluation, whether respondents or evaluators, was required to use an individual code that provided their age, gender, name initials, and city/village where the person primarily participated in peacebuilding initiatives. Individual codes were crucial as they allowed more efficient comparison of results from different tools, while also considering diversity factors relating to age, gender and geography. Each participant's contribution or evaluators' observations were accompanied by their codes.
- **Activity Codes** were used to help file, find, and cite evaluation activities. Activity codes used a unique ten 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. Using codes increased analysis quality by offering easier comparative analysis across cities, regions, and countries.
- **Standard Observation and Documentation Forms** completed during each activity kept track of the participants involved, activity details such as venue and date, the peacebuilding initiative being evaluated, and environmental factors that may have influenced the evaluation process.
- **Transcriptions of evaluation results.**
 - **In Colombia and Nepal** LET Coordinators ensured every evaluation activity was accurately transcribed and every response included an individual code. In Colombia, on several occasions, LET members transcribed evaluations they conducted. Such practice gave them opportunity to directly observe data quality and assess their evaluation performance.
 - **In the DRC** some LET members volunteered to help transcribe FGDs. In early March, due to time pressure and the need for reliable documentation, the DRC Evaluator and the DRC Partnership Steering Team 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 with the DRC Evaluator and Database Manager to complete transcriptions and translations, organize data, and assign correct Activity Codes to FGDs.
- **LET meetings and exchanges.** In Colombia 3 of 4 LETs met to look at preliminary results in order to adjust their evaluation plans and strategies at the local level. These meetings were often an opportunity for evaluators to travel to another area and evaluate new initiatives. Travelling to nearby cities and villages to lead FGDs with children and youth from different peacebuilding initiatives and backgrounds allowed local evaluators to practice their facilitation skills and ensure more objectivity in the evaluation process as they assessed initiatives they did not know beforehand. Local evaluators expressed their satisfaction as these exchanges improved their communications skills and confidence.
- **Data Analysis and Reflection Workshop.** Five-day workshops in the DRC (15 LET

members) and Nepal (20 LET members), and 4 days in Colombia (23 LET members), gathered LET members. Children, youth, and adults were supported and encouraged to play active roles as facilitators, presenters and analysts in this workshop. All data collected up to that point was organized, analyzed, and presented by the participants. Data was clustered by themes as well as disaggregated according to diversity factors such as age groups, gender, and geographic scope. Additionally, participants offered key recommendations to improve the quality and impact of child and youth participation in peacebuilding. Country Evaluators analyzed and integrated additional data collected after the workshops.



Data Analysis and Reflection Workshop, Nepal

- **A Global Evaluators Meeting** took place from May 11 - 15 in Brussels enabling Country Evaluators from Colombia, DRC, and Nepal to work together with the Global Evaluators and a Global Steering Team member to compare key findings and to identify common themes, as well as differences related to different contexts.

Lessons Learned About Involving Children And Youth In The CYP Participatory Evaluation Process

Factors influencing meaningful participation of children and youth in the evaluation process included:

- 1 Capacity building and mentoring for children and youth as evaluators
- 2 Accessing budget, materials, and equipment
- 3 Ethics and risks
- 4 Geography, diversity, and travel
- 5 Selection and motivation of LET members and evaluation participants
- 6 Time availability
- 7 Coordination and Planning



Timeline FGD, Colombia

Capacity building and mentoring for children and youth as evaluators.

The evaluation process consistently focused on capacity building and mentoring of youth and children as evaluators, while also applying ethical guidelines ensuring their participation was safe, relevant, and appropriate to their developing capacity and time availability as volunteers. This type of participatory evaluation involving children and youth as evaluators was new for the majority of stakeholders involved. As a result, it was initially quite challenging for many of the stakeholders to understand the entire process, and in Nepal and the DRC, some children, youth, and adults expressed concerns about whether they would be able to implement the evaluation as planned. However, ongoing mentoring and support reduced concerns. The initial National Capacity Building Workshops provided crucial opportunities to build the skills, knowledge, and confidence of LET members. The Country Evaluators' field visits, phone calls, and emails provided further opportunities to mentor and support LETs in planning, data collection, data storage, documentation, and analysis. In Nepal and DRC the Partnership Coordinator also played a supportive role, and Nepal Country Partnership Steering Team members also engaged in field visits and mentoring. Conversely the mentoring was adversely affected in the DRC as the Country Evaluator who was initially recruited resigned after two months, and crucial time was lost while a new Country Evaluator was recruited and then tried to catch up in mentoring and supporting the LETs. In each country regular communication between the Global Evaluators, Country Evaluators and Country Partnership Steering Team enhanced ongoing mentoring and support.

While key efforts were made to apply the evaluation tools in similar ways to ensure comparability of data, it was also crucial for the LET members to internalise and gain ownership of the evaluation tools and methods. Good translation of the tools into the national language was an enabling factor when done well, and a hindering factor where it was not done sufficiently well. Opportunities to pre-test the tools was helpful in Nepal; and use of the tools in their own peacebuilding initiatives before applying them in other initiatives also increased LET members confidence and internalisation of the tools in each country. *"The dynamic of the Local Evaluation Team allowed us to feel confident in front of other initiatives,"* highlighted a LET member from Colombia.

LET members in Colombia adapted the tools according to different contexts, for example determining which questions to keep in or out if the participants had less available time, or if certain questions were difficult for younger children (who tended to have less years experience in peacebuilding). The language of the tools had to be simplified for the youngest 10-14 year old age group, and the tools worked more effectively if less questions were asked.

Providing opportunities for children and youth to be part of planning, data collection, data analysis, and development of key messages and recommendations increased child and youth engagement, feelings of respect, and their sense of ownership of the findings. Child and youth LET members expressed how they developed and strengthened their facilitation, communication, leadership, and evaluation skills, and gained knowledge to strengthen their peacebuilding initiatives. *"After being involved in the evaluation, I understood that small initiatives have also supported in building peace in community. During the evaluation process it was observed that if children and youth are provided with opportunities, they can bring positive change"* highlighted a 24 year old male LET member from Nepal. *"I used to think that evaluations could only be done by highly educated and renowned consultants, now I understand it could be done by anyone, when we have information on evaluation tools and techniques,"* described a 31 year old Nepal Steering team member representative from Nepal.

Access to budget, materials, and equipment. Budgetary and material support to the LETs was crucial for implementing planned evaluation activities. In Colombia and the DRC the budget was managed at the national level while identifying ways to ensure that the LETs had access to the materials they needed. In Nepal, the budget was decentralised to different members of the Country Partnership Steering Team including Youth Organisations who each took responsibility for a particular district LET. This enabled increased youth and children's participation in planning and budgeting for the LET activities. Furthermore, in Colombia and Nepal the LET Coordinators were paid a monthly wage in line with their additional responsibilities for coordination, support to LET members, transcription, and data storage. These paid positions significantly increased the efficiency and effectiveness of the LETs. In contrast mis-communication in the DRC context resulted in a lack of payment to LET Coordinators which contributed to reduced motivation and delays in data collection and transcription. Other LET members were volunteers and were provided mobile phone credit, transport and food allowances. Each LET was also provided with sufficient material such as flipchart, pens, coloured card to undertake the evaluation activities, and a camera was either purchased or borrowed for the duration of the evaluation. Refreshment and snacks were also provided to participants during activities. In future evaluations increased budget for LETs would enhance the effectiveness and efficiency for the work.

Youth Organisations Access to Equipment and Finance Staff, Nepal

The two youth organizations who were part of the Nepal Partnership Steering Team each took responsibility to support a LET in their respective districts. However, their youth organisations did not have a qualified accountant working for them on a full-time basis, thus it was challenging for them to fulfill all the financial criteria to settle the accounts associated with the LET evaluation work. Their organisations also had less access to computers, photocopier, or scanners which would have enabled more efficient transcription, and sharing of key findings. Poor internet access in many areas also contributed to challenges to scan and upload documents on Google drive in a timely manner. Mentoring and guidance on financial accounting was provided by SFCG to the youth organisations in order to overcome such challenges, and a laptop was provided for the duration of the evaluation.

Ethics and risks. Open channels for communication to address ethical concerns and risks, to ensure voluntary and informed consent, child safeguarding, and personal security of evaluation team members was crucial. Permission and support from parents for children's participation in LETs was also important. In the Colombian context LET members recognised that there were some inherent risks for youth, children and their accompanying adults to travel to new areas to collect data from CYP initiatives. To minimize risks, LET members always travelled to new areas in small groups, and they ensured that a member from the specific peacebuilding initiative and community was actively involved. In the DRC and Nepal, LETs had to adapt their action plans due to political strikes and insecurity. For example, political strikes in January 2015 in Nepal led to postponement and re-planning of some FGDs by the four district LETs. Similarly, street protests in Bukavu in the DRC led to postponement of some FGDs. Insecurity in the territory of Beni and Fizi in the DRC also led to phase out of two LETs to ensure safety and security of evaluation members.

Complex ethical dilemmas regarding payment or non-payment of LET members were carefully considered by the Global Evaluators, members of the Global Partnership Steering Teams, and Country Partnership Steering Teams. Paid positions of LET Coordinators were taken on by experienced youth, while other LET members who were volunteers were provided with phone, transport, and food allowances, as well as certificates recognising the skills and knowledge they gained as evaluators. In making such decisions the Steering Teams considered existing local practices to ensure that practices were not set up that created harm for future monitoring and evaluation processes. National laws regarding child labour were also respected. Children's best interests and evolving capacity were carefully considered, and sincere efforts were made to support planning with and by child and youth evaluators to ensure work plans that were realistic considering their roles as volunteers, while also considering their existing responsibilities to study, support their households, enjoy leisure time etc. In Nepal and Colombia child and youth evaluators were very positive about the opportunities offered to them as volunteer evaluators to undertake FGDs in their local areas and in neighbouring communities. They recognised it as an important learning opportunity that enhanced their personal development and provided opportunities for them to strengthen their peacebuilding initiatives. However, in the DRC a number of the youth and child evaluators were reluctant to engage in the evaluation process without financial remuneration. They felt that they were requested to do too much work within a short period of time and thus payment should have been provided. Further deliberation on payment and ethics is required in future evaluations.



Colombia LET members travelling to conduct FGDs in rural Colombia

Geography, diversity, and travel. Efforts were made in each country to establish LETs in diverse urban, rural and remote locations. Illustrating their commitment to inclusiveness some LET members in Colombia walked for several hours and used small boats to reach some of the CYP initiatives. Similar efforts were made by LET members in Nepal and the DRC. However, time constraints also resulted in fewer FGDs being organised in remote locations. If more budget and time had been available, the Country Partnership Steering Team members (and District Advisory Committee members in Nepal) were interested to involve more CYP initiatives across a wider number of districts and regions of each country. *“The model of the program is unique, so this should be*

continued in the long term and we would like to request to reach more child and youth initiatives,” emphasised a district official in Nepal.

Selection and motivation of LET members and evaluation participants. Selection of experienced child and youth peacebuilders who were interested in volunteering time to the 3M evaluation process was a critical factor enhancing LET effectiveness. Having little time to select LET members was a hindering factor, and in the DRC and Nepal, there were some changes in LET composition after National Capacity Building Workshops. Child and youth LET members in Colombia and Nepal were primarily motivated by opportunities that the evaluation provided to build their capacity, evaluate their own peacebuilding initiatives, to identify and plan how to address weaknesses and build upon the strengths. In the DRC, this was not the primary motivation, but it nevertheless played a role, and in the Data Analysis and Reflection Workshop, participants recognised the skills and capacity they had gained through the evaluation process. In all 3 countries the evaluation helped children, youth and adult LET members to recognize themselves as proactive peacebuilders, and to interact with and learn from children and youth who were engaged in other peacebuilding initiatives in different parts of the country.

During data collection activities selection and motivation of participants (children, youth and adults supporters of CYP initiatives) also affected the quantity and quality of data collected. For example, in some locations only a few participants were involved in the FGDs. Colombia LET members noted how limited evaluation participation reflected challenges these particular initiatives faced in terms of decreasing participation and lack of project continuity.

Time availability. Time constraints were one of the most significant factors negatively affecting the meaningful participation of children and youth in the evaluation process. As recognised at the outset children and youth are busy with school, household, and other responsibilities, and have limited time availability for organising or being part of data collection activities. It was crucial to make maximum use of non-school days – weekends and school holidays for organizing evaluation activities. In Colombia the LETs made efforts to facilitate the evaluation FGDs at venues and times similar to the activities undertaken by the peacebuilding initiatives. Efforts were made to avoid children and youth missing education or work as a result of their participation in the evaluation. On the few occasions, such as during the National Capacity Building Workshop in Nepal when children missed school, communication with their parents and head teachers was undertaken, and LET members in all countries were provided with certificates to recognize their learning and skills.

Another time constraint concerned the length of time taken to use each of the evaluation tools. Although it was planned that one tool would take 90 minutes, it often took up to two hours to ensure clear introductions, icebreakers, and completion of all the questions within the tool. As a result a few participants left before the end of the FGD.

A longer time frame for data collection and analysis would have enabled: increased flexibility for planning and implementing FGDs and organising follow up interviews to increase the evidence base; more time for transcription, translation, documentation, and analysis by LET members; increased child and youth participation initiatives to have been reached.

Coordination and Planning. Commitment and coordination among the Country Partnership members increased the success of the participatory evaluation process. Leadership by Search for Common Ground in Nepal and DRC, and by World Vision International in Colombia contributed to effective implementation of the evaluation. Furthermore, collaborative participation and commitment among youth organisations,

a national NGO, and international NGOs in the Nepal Partnership contributed to the effectiveness and success of the process in Nepal. *“Youth and local level organisations were able to sit together and work together with national and international NGOs in the Nepal Partnership and 3M evaluation. This type of collaboration and partnership increases peacebuilding by children and youth,”* described Youth Organisation representatives.

Careful planning and regular communication between the LETs and the Country Evaluator and Country Steering Team members enhanced efficient and effective implementation of evaluation activities in Colombia and Nepal. In Nepal the formation of District Advisory Committees also enhanced ownership and follow up on evaluation findings and recommendations.

To conclude, future evaluations should ensure that participatory evaluations are planned with sufficient attention to: time availability of children and youth in consideration to school holidays; capacity building and mentoring of children and youth as evaluators; budget and material needs of LETs; ethical issues including payment and appreciation of LET members; and using creative and simple participatory evaluation tools with younger children.

PART TWO:

Findings

Part Two shares key evaluation findings. It provides an overview of different types of CYP initiatives evaluated. It then presents findings concerning CYP impact in 4 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. It then describes 11 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. Next authors explore the quality of child and youth participation in peacebuilding and results from assessing the following 8 principles: 1) Participation is transparent and informative; 2) Participation is relevant and respectful to children and youth; 3) Participation encourages diversity and inclusion; 4) Participation is sensitive to gender dynamics; 5) Participation is safe and sensitive to risks; 6) Investments are made in intergenerational partnerships in young people's communities; 7) Participation is accountable; and 8) Young people are involved in all stages of peacebuilding and post-conflict programming. This evaluation's findings are primarily based on participants' opinions and, therefore, findings are usually suggestive rather than conclusive. In some cases additional data reinforced our findings.

Overview of CYP Efforts Evaluated

Colombia, DRC and Nepal country reports each described different types of initiatives they evaluated. Below is a summation of all types of CYP initiatives evaluated across all 3 countries. Many different methods are used by children and youth in building peace in different areas. The types of CYP listed below focus on what children and youth did to build peace. For example some offered peacebuilding education, nurtured peaceful leaders, developed peace-promoting policies, and used technology and social media to increase democratic participation. These methods helped prevent and address different forms of violence and discrimination, build environmental peace, and promote peaceful cohabitation among people of different ethnic and religious groups. The CYP types below focus on how children and youth people built peace, more than where they built peace. See *Appendix Two* for descriptions of each initiative evaluated in each country and the number of FGDS used to analyze each initiative.

Peace Education offers knowledge and skills training to children or youth to help them better build peace. Examples include: peace education clubs or courses in schools, or education to counter violent extremism or community or family violence or education on child/ women/ human rights, gender equality, nonviolent communication, or developing peer mediation skills.

In Colombia CYP initiatives' education topics included how to use logical frameworks, psycho-social skills and ethical considerations to work with children and youth,

environmental protection, and gender equality, among others. Though some topics were not explicitly on peacebuilding, the trainings built their peacebuilding capacity.

Economic Alternatives nurture peace through employment generation, sustainable livelihoods, skills training or other projects increasing sustainable and equitable access to employment, income and/or livelihood opportunities for young people and their impact on conflict dynamics. Examples include: vocational trainings in Nepal carried out in Mahottari and Nawalparasi districts as livelihoods support for unemployed and dependent young people. Vocational training in the DRC aimed to decrease young people's vulnerability to joining armed groups as a means for income or survival

Culture, Arts, Media or Technology. CYP initiatives use cell phones, radio, television, filmmaking, street-theatre, arts or online networks and social media to encourage peace and reconciliation and address attitudes about diversity, identity, non-discrimination, peace and more. Examples include: street dramas in Nepal used by child and youth peacebuilders to disseminate information on issues affecting them, such as, drug and alcohol abuse, conflict management, Open Defecation Free (ODF)⁹ school enrollment, violence against women, equality between sons and daughters, gambling, early marriage, and untouchability. Children and youth in Nepal also used magazines, posters and other media to raise awareness about child rights and peace and violence issues concerning them. SFCG supported radio programmes designed to inform youth about their role in peacebuilding. *Farakilo Dharti* is a radio talk show promoting dialogue and collaboration for problem solving and sharing peace processes information.

Sports or Recreation. Using sport and recreation to develop peacebuilding knowledge, skills and commitment. Examples include: supporting children as football referees to develop peer mediation and nonviolent conflict resolution skills, or using games and quizzes to allow playful and fun peace education. In Nepal, child and youth peacebuilders in Doti and Nawalparasi conducted debates and quizzes on topics such as the role of children and youth in peacebuilding, the importance of Child Friendly Local Governance, and child labour.

Peacebuilding related sports events in Colombia involved children and youth of different ages, genders, ethnic groups, neighboring communities, etc. Young people believed these activities created opportunities to improve communication between individuals and groups and help decrease violence in schools and communities. *"It was important because people cared more about football than fights,"* expressed a 14 year old boy.

Governance Structures or Policies. Involving young people in developing and/or supporting national or local policies or structures engaged in relevant peacebuilding efforts. Policy participation may enhance young people's peacebuilding capacities directly or indirectly. Examples include: children or youth participation in multi-sector development plans, poverty reduction strategies, peacebuilding priority plans, new deal compacts, recovery plans and/or constitutional processes. Governance participation may include political and civic life at all levels, such as electoral activities; participation in government planning and decision-making; participation in political parties; skills and capacities for governing and carrying out civil service functions; participation in village child protection committees to prevent and respond to violence; government accountability and information.

In Nepal Child Friendly Local Governance (CFLG) efforts educate on child rights, children's representation and participation in local governance structures and provide girls and boys increased opportunities to influence planning, budgeting and monitoring on child right issues affecting them, including concerns relating to violence, discrimination and injustice.

9 Campaigns to encourage people to use toilets, rather than defecating in open spaces in the community in order ensure a clean and healthy environment.

Global level advocacy on child and youth roles in peace-building and the need for a new UN Resolution

Child and youth peacebuilders are advocating for child and youth participation in peace processes and peacebuilding at all levels, including the global level. The existing UN Security Council resolutions on protection of children in armed conflict fail to give adequate attention to possible roles of children and youth in peacebuilding and peace processes, their resources and likely contributions. The resolution on women, peace and security fails when it comes to concern about children's involvement and guidance on how to support the safe and meaningful participation of children and youth in peace processes. In September 2012 seven young people aged 15 to 17 years from four countries, Nepal, Uganda, Guatemala and Albania, travelled to New York to raise awareness among UN member states, UN institutions and Non-Governmental Organizations on children and young people's roles and contributions to peace processes and peacebuilding. Their aim was to propose a UN Resolution on children, youth and peacebuilding and start identifying the steps for the promotion of such resolution. Participatory processes supported by Save the Children at local, national and regional levels for several years made it possible for seven youth to represent their peers in four regions, Asia, Africa, South East Europe and the Middle East, and Latin America. Complementary efforts by UNOY Peacebuilders have supported ongoing youth led advocacy for a UN resolution on Youth, Peace and Security. A Youth Advocacy Team was created in 2012 bringing together young advocates from the UNOY Peacebuilders network with the aim of increasing youth participation in international peace and security agendas. In autumn 2012 the team worked closely together online to create a shared advocacy strategy, message and stakeholder analysis. In February 2013 the team attended an advocacy training in The Hague, and prepared for global level advocacy in New York. In July 2013 Youth representatives travelled to New York to lobby with permanent missions at the UN for a UN Security Council Resolution on Youth, Peace and Security. The Youth Advisory Team made a second lobbying mission to New York in October 2013 that focused on the Post-2015 Agenda. The Post 2015 document that was released by the UN in December 2014 articulates, "providing an enabling environment to build inclusive and peaceful societies, ensure social cohesion and respect for the rule of law will require rebuilding institutions at the country level to ensure that the gains from peace are not reversed" (UN, 2014, p. 15). Furthermore, it recognises that, "today, more than ever, the realities of 1.8 billion youth and adolescents represent a dynamic, informed, and globally connected engine for change. Integrating their needs, rights to choice and their voices in the new agenda, will be a key factor for success" (UN, 2014, p. 21). The Youth Advisory Team continued their global advocacy in 2014 and 2015 with delegation participation in high level meetings concerning youth, women, peace, and security; and prevention of youth engagement in violent extremism.¹⁰ (Save the Children, 2012, 2013a; UNOY Peacebuilders, 2013)

10 See <http://unoy.org/what-we-do/youth-advocacy-team/>

Peace Centers or Children or School as Zones of Peace offer a safe space for children and youth. These safe spaces are intended to protect young people from harm, and may offer space for peacebuilding, reconciliation, and development of policies and practices to enhance peace and protection. Examples include: Schools as Zones of Peace (SZOP) which may encompass the establishment of Codes of Conduct in schools, engagement and advocacy with politicians, media, and other stakeholders to respect Children as Zones of Peace (CZOP) and SZOP. Since 2006 Children and Schools as Zones of Peace campaigns have significantly contributed to changed attitudes and practices to protect children from misuse by political parties and armed groups, to support peacebuilding and child club programs in schools, and to protect children from corporal punishment. As described by a 27 year old youth:

During the conflict time CZOP emerged. There were a lot of programmes to change perceptions of political leaders, parents and teachers. It has been phenomenal to see the impact in some schools, Village Development Committees (VDCs), and among parents who have been involved in developing Codes of Conduct. The campaign made policy makers and different stakeholders recognise the importance of declaring Children or Schools as Zones of Peace. Ministry of Education (MoE) have also provided guidance to implement SZOP.

Children and Schools as Zones of Peace, Nepal

In 2003 during the period of armed conflict child rights, protection and education agencies formed a National Coalition for Children as Zones of Peace (CZOP). Members of the National Coalition for CZOP mobilised diverse actors including armed groups, government officials, politicians, media, teachers, health workers, parents, community members, youth, and children to recognise CZOP that should not be used or interrupted by warring parties. They advocated for children to have uninterrupted access to education and basic healthcare services, water supply and sanitation, to let them grow up as happy, tolerant, peace-loving, nonviolent children (National Coalition for CZOP, August 2003). Collaborative work on the CZOP concept led to various national initiatives including: a public commitment of five major political parties respecting CZOP; the Prime Minister's Office issuing child protection guidelines to security forces; and, the Government announcing Schools are Zones of Peace (SZOP). During the conflict period the National Coalition also supported district and local level CZOP and SZOP initiatives by child clubs, teachers, parents and local leaders. Disruption of schools by armed groups was prevented, and "Codes of Conduct" were collaboratively developed by teachers, children, and parents (Save the Children, November 2010).

Civic Action, Rights Promotion and Community Building. Young people are involved in a wider variety of community-level peacebuilding approaches, particularly in conflict- and violence-affected contexts. Examples include: young people's community-building voluntary service, civic action, helping restore essential administrative and social services post-violence, providing basic food or shelter aid to people displaced by conflict, dialogue and reconciliation processes, peaceful community marches or parades, and intergenerational forums or dialogue improving understanding and collaboration.

In the DRC, children and youth built awareness on Sexual and Gender Based Violence (SGBV) through TV shows and encouraged peaceful cohabitation at vacation camps and

forums. Others in the DRC taught children about their rights and responsibilities, and supported children and youth in providing peace education to other young people. One group in DRC involved children in fact finding supporting work promoting and defending human rights.

Youth club members in Rolpa, Nepal supported reintegration of conflict affected people in the society, and mobilised financial support to those who lost their mental capacity due to conflict. In Nawalparasi, there was a reintegration program of the drug addicted youth in the society which helped them to be self-dependent and involved in different activities. Some youth and child club have initiated activities to support people with disabilities in Rolpa, and children mobilised funds to provide school supplies for marginalised children.

Environmental Protection. Some children and youth recognise that a clean and healthy environment with efforts to protect natural resources is relevant to establishing a peaceful environment. Environmental protection is also important due to conflicts with arising regarding access and use of natural resources.

Examples of environmental protection include: environmental campaigns, and community sanitation programmes. In many regions of Colombia have been greatly affected by the intensive exploitation of natural resources and natural hazards--such as droughts and flooding. Children and youth easily observe how these environmental issues affect their lives and that of others. Several initiatives evaluated in Colombia implemented activities to address these issues and raise awareness about the importance of protecting the environment, including: planting trees, Waste Electrical and Electronic Equipment (WEEE) campaigns at school and in communities, workshops on strategies to preserve natural resources, community cleaning brigades, and ecological beauty contests (see Box below).

In Nepal, child clubs in Doti, Rolpa and Mahottari conduct village cleaning and sanitation related activities. These were seen as an opportunities for children and youth from different ethnic and caste backgrounds to work together in a constructive way, and to get adult support for their activities. In Doti and Mahottari, Open Defecation Free (ODF) has been carried out as a major activity by children. However, some evaluation participants in Nepal questioned whether sanitation activities should be considered as peacebuilding work.

Youth Provoking Peace (JOPPAZ) Ecological Beauty Contest

Each year, young peacebuilders from the youth-led movement JOPPAZ (see Colombia case study 2) organize an ecological beauty contest gathering different communities of the High Mountain region. The event is the culmination of several months of work during which young people developed and implemented ecological projects in their communities. During the contest, each community presents an ecological queen and king, dressed in ecological materials, who present their project to all communities. The best ecological project is awarded a collective price for all the youth involved in the project. Awards include the improvement of public spaces such as parks and sport fields as well as computing trainings for youth.



2014 Ecological Beauty Contest - Guamanga, Colombia. Picture by Kristian Sanabria Hernandez

Impact of Child and Youth Participation in Peacebuilding

Colombia, DRC, and Nepal country evaluation reports detail impact that CYP initiatives evaluated appear to influence in each context. This global report does not attempt to repeat all CYP impact suggested in each context. This impact section focuses on, (1) the strongest impact themes across the 3 countries, (2) the greatest impact with the strongest evidence, and (3) particularly interesting impact. This is done under the following 4 impact areas.

Theme 1: Young peacebuilders became more aware and active citizens for peace

- 1 Increased awareness of the possibility of peace and hope for its arrival.
- 2 Acquired knowledge, skills, and confidence.
- 3 Practicing peacebuilding actions.
- 4 Individual peacebuilding commitment.

Theme 2: Young peacebuilders increased peaceful cohabitation and reduced discrimination

Theme 3: Young peacebuilders reduced Violence

Theme 4: Young peacebuilders increased support to vulnerable groups

Theme One: Young Peacebuilders Became More Aware And Active Citizens For Peace

Before I was not interested about what was happening to me and I did not care about others. I did not like the way I was and I rejected myself and others. Now, I take more care of myself and I am interested in people's well-being. I can control myself without medication and I am kinder to others. I value myself and others.

Statement from a 16 year old girl from Armenia, Colombia

Child and youth peacebuilders often became more aware and active citizens for peace. This prominent theme covered numerous impact sub-themes emerging from individual changes, development, and actions. Child and youth involvement in peacebuilding helped them develop as individuals and become more responsible citizens. Practicing peacebuilding not only allowed young people to improve their peacebuilding skills, more broadly, it contributed to their more effective positive involvement in their communities. Participants highlighted that individual changes and actions resulted in positive impact at community, family, and school levels.

Every child, including stateless children should be treated like a citizen and have opportunities to express their civil rights

The recognition of the child as a citizen requires some concrete measures such as an immediate registration at birth and the provision of a nationality. But from the UNCRC perspective a broader approach is needed. Every child, and not only those with a birth certificate and a nationality, should be treated as a citizen. This means inter alia the full respect for and implementation of the rights of every child in order to allow her/ him to live and individual and decent life in society and to facilitate his/ her active and constructive participation in the community. (Jaap Doek, Chairperson, Committee on the Rights of the Child, Geneva, quoted in the foreword of Invernizzi and Williams, 2008, p.xvi).

The transformation of young people into more aware and active citizens for peace seemed to start as they became more aware of peace as a concept and possibility. They then began to hope for peace in their families, communities, and nation. This energized young people to acquire the knowledge and skills necessary to do so. As their knowledge and skill improved, both through training and through practicing peacebuilding action, young people's confidence in their ability improved. This dynamic process increased their commitment to peacebuilding which increased their peacebuilding actions and

improved their knowledge skills and confidence. These young, skilled, and confident peacebuilders applied their developing capacity throughout their daily lives and, thereby, became aware and active citizens for peace. This development process was critical for increasing the impact of their peacebuilding actions.

Increased awareness of the possibility of peace and hope for its arrival. Responses indicate CYP activities improved children and youth's awareness, mindset, attitudes, and values which significantly improved peacebuilding impact at community, school, and family levels. Young people became aware of peace as a possibility, the role they could play to help bring it about and increased their hope for a more peaceful future.

In DRC, during the Body Map FGDS 26 responses noted that before their 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 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."* The way their responses were framed implied that after participating in peacebuilding they had a different mindset, seeing the importance of peace and believing in a more peaceful future.

Tarter's youth peacebuilding research in North Kivu, DRC also emphasized youth's ability to envision a more peaceful future as key to empowering youth to pursue that future (2011). Other responses from the DRC children, as well as from adolescents and youth, especially boys from Goma and Bukavu, were very explicit about understanding the importance of peace and showing hope for a peaceful future. This was expressed as a result of their peacebuilding involvement. For example, a 13 year old boy from Bukavu wrote, *"I am seeing far in my life now,"* and a 14 year old boy from Goma explained, *"my heart cares about peace."*

In Colombia, 70% of these types of internal changes, including becoming more respectful toward others, were noted by 10 to 14 year old girls (n=98). *"I do not fight anymore at school because I do not like it, and to achieve this change I decided to start dance courses as it helps me overcome this change,"* said a 12 year old girl from San Onofre. Children emphasized that being more respectful reduced fighting at school. A 14 year old girl from Cali described, *"[I] used to think [I] was superior and fought at school. Before, I was a girl that fought a lot and I did not want to know about peacebuilding."* Respect, as a value nurtured during peacebuilding activities, was regarded as a crucial factor. *"We learnt that we all love being respected and we also learned to respect others,"* said a 15 year old girl from Cali.

In the DRC, Nepal and Colombia this internal shift toward increased awareness of peace as a possibility and hope for its reality was a primary outcome of CYP initiatives, and it appeared to be a first critical step toward broader peacebuilding impact.

Poem on Peace

Peace is something we all seek
When we lack it, we feel weak
Since it is rooted deep inside
With our peace, we are closely tied

Peace is something you won't buy
You can't catch it from the sky
Peace is something we mutually
share
For it is just and always fair

People must learn to get along
Not blame others for being wrong
They fight for control, they fight for
land
Some just need a helping hand

When we feel it, peace is sweet
It still makes our life complete
We just need to open our hearts
That is where peace clearly starts

Peace will make the world free
Open your eyes and help us see
War and violence make people sad
Hurting others is really bad

Peace begins when we care
Let's make the world truly fair
Peace is something we all seek
When we lack it, we feel weak.

16 year old boy, Mahottari, Nepal

Acquired knowledge, skills, and confidence. As young people's awareness of their potential peacebuilding role, and their hope for a more peaceful future, increased, they appeared more motivated to gain knowledge and skills helpful to developing a better future. Children and youth considered that the knowledge and skills they acquired as peacebuilders helped them develop strong leadership skills; gain legal knowledge about their rights and duties; helping them advocate more efficiently and become more responsible citizens and more effective peacebuilders. Furthermore, respondents underlined that they gained a better understanding of peace concepts and methodologies; as well as political processes. Respondents also stressed that better comprehension and experiencing of 'peace' increased their awareness of the impact that they could have in their schools and communities. The increased CYP related knowledge, skills, and experience helped children and youth become more confident people, citizens and peacebuilders.

In Nepal, participants of all age groups from all four districts described how children and youth were more able to express their views and take action to reduce violence, and address different forms of injustice and discrimination. A female adult supporter from Nawalparasi, described how children and youth, "*raise their voice for their rights and responsibilities.*" Prior to being engaged in club and peacebuilding efforts, children used to think more about their own individual concerns, but now they are also think more about social issues and the needs of others. Some girls and boys described how they used to roam around or use their free time to play. Now, as members of the child/youth clubs, they participated in awareness raising and training workshops related to violence and child rights. Through their peacebuilding participation, young people became more self confident and more able to express themselves. A 27 year old male from Kathmandu mentioned that, "*In my childhood I used to stutter a lot. However through the child club I started to speak up more and I lost my stammer. Through the child club I had opportunities to get involved in street drama, radio drama, to participate in trainings and to facilitate training.*" Some child club members from Doti and youth club members from Mahottari described how they were no longer hesitant or shy to express their views so that they could take action against social injustice, including cases of child marriage.

In Colombia, Capacity-building activities and workshops helped children and youth learn about their rights and duties, and strategies to defend their rights. Knowledge of local, national, and international legal and institutional frameworks considerably helped children and young people protecting themselves and promoting other young people's rights. Participants stressed that such knowledge enabled them to reduce child and human rights violations and impunity in their communities. In this regard, a 14 year old boy from Bogotá expressed, *"I have rights as well as duties and I have to fulfill them."* A 16 year old girl from San Onofre stated that *"now youth are part of some state entities. Now we youth know where we may file a complaint when our rights are being violated."*

Reduced shyness was identified as a key attitude change experienced by children after participating in peacebuilding initiatives. *"I was very shy. I was a very shy and isolated boy, this prevented me from relating to others and learning about peace,"* noted a 14 year old boy from Cali. A 37 years old woman from Bogotá described how *"[children] are not shy anymore and now they relate more with their peers, they are happier and they have changed their mindset."*

Participants stressed that participating in peacebuilding had a positive impact on their personal lives. The evaluation helped shed light on ways in which these changes helped promote and build peace in their communities, families, and schools. Respectful attitudes and communication were recognized as essential aspects and strategies to increase peaceful cohabitation and reduce violence.

Practicing peacebuilding actions. Increased knowledge, skills, and confidence, resulting from child and youth participation in peacebuilding initiatives, increased the quantity and quality of peacebuilding actions they took both in and outside of designated initiative activities.

In Colombia, a healthier and safer use of free time was identified as a major impact in children and youth's lifestyle. Changing bad habits such as prioritizing their school duties over playing in the streets were highlighted as crucial changes.

In the DRC, for example, a 14 year old boy from Goma explained, *"When I meet children fighting, I do everything possible to sensitize them and build a climate of peace."* 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 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."*

Individual peacebuilding commitment. Children and youth frequently became more committed peacebuilders as a result of their involvement in peacebuilding activities.

In Colombia, more than 90% (n=38) of the responses under this theme were linked to the responsibilities that children and youth increasingly assumed in their communities and schools as a result of their involvement in peacebuilding processes.

In Nepal, some adolescents and youth from Rolpa, Doti, and Mahottari explained how they were now more interested in and committed to social work. One male youth club member from Mahottari described how, *"Youth may initially get involved for political interests, but through their involvement they become more involved in social issues and more committed to social change."* A 24 year old male peacebuilder from Mahottari described how his father wanted him to study to be a doctor, however, he convinced his father why he should continue in social work. He now remains active in social work and peacebuilding because of his strong commitment to do so. A 19 year old female from

Rolpa mentioned that *“I used to beat small children and did not respect elders, now, I take care of small children and respect elders.”*

Responsibility. Children and youth’s increased commitment to peacebuilding was frequently expressed in terms of their increased sense of peacebuilding responsibility. For example, a 15 year old male in Rolpa, Nepal highlighted, *“Before I didn’t know I had responsibilities, now I know I have responsibility within my family and also for my society.”* Increased positive thinking and having a strong sense of responsibility increased after joining clubs and peacebuilding initiatives. A 15 year old Nepali girl described how, *“children and youth who are involved in peacebuilding see their responsibility, and work to reduce violence, abuse, exploitation, to end child marriage, conflict and social ills.”*

From child peacebuilders to young leaders. In each country it was clear that empowered children can lead to empowered youth with increased skills, commitment, and drive to be active citizens for peace. When children and youth *“participate meaningfully to influence processes, policy and practice, as well as take action to change their communities for the better, strong foundations for democracy are laid early on to nurture them into responsible citizens and to build a culture of peace.”* They can bring in distinctive local solutions to achieve social change and they have unique ways of exploring opportunities available for them to participate in peacebuilding (Kamatsiko, 2011, p. 6). Empowerment and leadership were often the result of long-term involvement in peacebuilding initiatives.

From child peacebuilder to young leader

Johan from the city of Armenia has been involved in the National Movement of Children, Adolescents and Youth Peacebuilders for 14 years, since the Movement started in the city. Since the age of 10, he grew up in the movement which “enabled him to develop himself at the individual and academic level.” For all these years, Johan has been actively involved, representing and advocating for the Movement at the local, departmental, and national level. While he is now working as a professional, he continues supporting the Movement and acts voluntarily as an Adviser on Citizenship Participation processes at the national level. He also accompanies children, adolescents, and youth in mentoring processes, strengthening the local branch of the Movement and supporting their involvement in Municipal Youth Councils, among others.

Theme Two: Young Peacebuilders Increased Peaceful Cohabitation And Reduced Discrimination

Cohabitation moves beyond coexistence, toward peaceful dynamic relationships within and between diverse groups resulting in norms such as interethnic marriages, visiting or studying inter-ethnically, and intergenerational civic collaborations. Children and youth contributed significantly to increased peaceful cohabitation within and between a variety of different groups. Young peacebuilders addressed different forms of discrimination based on age, gender, ethnicity, tribe, and caste in order to increase peaceful cohabitation.

In the Nepalese context socio-cultural beliefs and traditions contribute to discrimination based on age, gender, ethnicity, and caste. Ethnic and caste discrimination has been one of the root causes of conflict and violence in Nepal (Save the Children,

2008). Furthermore, discrimination and structural violence based on caste, ethnicity, and gender motivated some children and youth to voluntarily join armed groups during the period of armed conflict in Nepal (Binadi, 2011; Save the Children Nepal, 2008). In addition gender and age discrimination contribute to domestic violence against women and children, different forms of gender based violence, as well as cultural forms of violence including early marriage, and chaupadi practices where females are isolated every month during their menstrual cycle and also 11 days after giving birth. In both the cases they are regarded as untouchable and have to stay in animal sheds during that time (Tiwari, 2012).

Reduced age discrimination and increased value for children's views. Children, adolescents, and adults from all four districts evaluated shared examples about improving efforts by parents and elders to listen to children and youth. *“Before adults did not believe that children can also do good things, now they believe that children can also do good things, and they also invite children in various programs,”* said a 16 year old female from Nawalparasi. A 13 year old girl from Nawalparasi added, *“children are now invited by social organization for their meaningful participation, and there is a new habit to honour them.”* Adults confirmed such changes. According to a 46 year old male from Mahottari, *“there has been change in thoughts, if children are also provided with opportunity they can do many things.”* A 40 year old female from Nawalparasi also commented that, *“there is more children involvement in family level activities.”*

This represents a significant change, as traditionally children and youth in Nepal are not expected to speak up, to ask questions or to be involved in decision making, rather they are expected to listen to and obey their elders (ODI, 2013; O’Kane, 2003). *“There was no provision of listening to youths in local government offices, now the scenario is different, there is interest in involving youth and providing space in programs to let them speak,”* commented a 20 year old male youth from Nawalparasi. Other studies also provide evidence of positive changes in social norms regarding the place and roles of children (Central Child Welfare Board [CCWB] and Consortium, 2012; Theis and O’Kane, 2005; O’Kane, 2003). Furthermore, collaborative efforts by the Government of Nepal, UN and civil society agencies are supporting increased institutional support for child clubs and increased opportunities for child and youth participation in local governance (CCWB and Consortium, 2012; UNDP, May 2014). Specific efforts to promote Child Friendly Local Governance are also being supported in 61 Districts, 18 municipalities, and 317 Village Development Committees (UNDP, May 2014).

Reduced caste and ethnic discrimination. Children, adolescents, and youth participants from each of the four districts mentioned increased understanding of caste and ethnicity, and gradual reductions in caste based discrimination. Adults in Doti and Nawalparasi also reported reduced discrimination. Some individuals described how previously they used to treat people differently, but now, as they have increased understanding on caste and ethnicity they have started to treat and see everyone equally. *“There has been development of feelings that discrimination should not be done”* highlighted a 22 year old female from Rolpa. A 16 year old female adolescent from Doti also mentioned, *“Before I did not take responsibility on reducing caste based discrimination, but now I am able to take responsibility to reduce it.”* Personal and cultural changes in caste and ethnic discrimination have been brought about through systematic peacebuilding efforts by youth in one VDC¹¹ in Rolpa. Through CYP efforts changes in perceptions, thoughts, and practices among children, youth and adults have been achieved. *“This initiative have*

11 In Nepal, the lower administrative part of its Ministry of Federal Affairs and Local Development is the Village Development Committee (VDC). Each district has several VDCs. Each VDC is further divided into several wards depending on the population of the district; the average is nine wards.

assisted in removal of disgrace feeling between community members,” described a 19 year old male in Rolpa. *“Cultural norms associated with Dalit have been changed, because of the development of relations between all caste”* added a 29 year old male. Other available secondary data reports provide additional case examples of child clubs’ efforts which have reduced discrimination based on caste and ethnicity (CCWB and Consortium, 2012; Save the Children, 2013a; O’Kane, 2003)

Untouchability Free VDC with increased peaceful coexistence (see Case Studies in Appendix One for more details)

In Kotgaun VDC in Rolpa, there used to be significant issues concerning untouchability, people of one caste were not allowed to enter to other’s houses, lower castes were not invited in any functions, and water touched by members of the lower castes was not consumed by higher castes. The local youth club initiated the establishment of a Local Coordination Committee, that included representatives from political parties, youth and women’s groups. It was assumed that, changing attitudes and behaviour concerning ‘untouchability’ among key people and youth could be important, and would lead to reduced caste discrimination. To overcome discrimination local youth clubs organized various trainings, drama, and debates on untouchability involving youth, children, and community members. Untouchability issues were also raised by youth at the district level in their youth meetings and in other gatherings. Due to their different efforts public opinions on untouchability are changing, and relations between caste groups are improving. There is increased caste representation in the community, and changes in behaviour with individuals treating each other with more equality. People no longer follow the traditional beliefs of untouchability, they are now visiting each other’s homes within the community. Children from all caste group now play together and go to each other’s houses. Different castes are able to join marriage celebrations and other cultural activities. People have understood that discrimination based on untouchability is an offense, and there are significantly more efforts to treat people equally. Constitution assembly vice chairperson declared Kotgaun as the district’s first untouchability free VDC in August 2010.

Reduced gender discrimination. was reported by child and youth participants from 12 child clubs (6 Doti, 2 Rolpa, 3 Nawalparasi, and 1 Mahottari) and from 6 youth clubs (3 Rolpa, 1 Nawalparasi, 2 Mahottari). Some children and youth described how through their joint efforts there was increased recognition that males and females can work together. *“I used to believe that male and female cannot work together, now I know we should work together for good results”* highlighted a 25 year old female from Rolpa. Improved gender equality has provided opportunities for girls and young women to participate in various activities. According to a female youth from Nawalparasi, *“girls’ participation was less accepted by society, but now we are seeing how this has changed... before, girls were not encouraged to leave their home and they were expected to marry at a young age. Now children and parents attitudes have changed... Girls are now more able to participate in social issues.”*

In DRC, Body Map FGDs revealed that children and youth were highly ethnicized. Ethnic hatred was especially pronounced in Kitchanga where 163 responses expressed ethnic hatred out of a total of 181 responses expressing ethnic hatred during all Body

Map FGDS conducted in the 3 LET areas. Participants mentioned 256 times¹² 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.”



Drawing of people of different tribes, ages, and gender farming together harmoniously, drawn by a 15 year old boy in Kitchanga, DRC. On top is written, “all tribes are the same.”

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 from 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 FGDS.

12 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.

In Colombia, raising awareness on social and environmental issues, bringing together different communities and neighborhoods through cultural and sporting events, and involving local people in social campaigns, are some of young people's leading peacebuilding strategies. In Cali, participants from the National Movement of Children, Adolescents and Youth Peacebuilders explained that the issue of community violence was dealt with through community mobilization and integration strategies. Significant examples include marches for peace and against violence, campaigns such as 'vaccinate yourself against violence,' or 'take your street,' and the use of theatre to raise awareness. Breaking invisible borders¹³ was considered one of the main goals and successes of the above mentioned activities. "*The neighborhoods were united as one community*," explained a group of children from Cali when describing a 2012 march against violence. Children and young peacebuilders stressed that regardless of the invisible borders created by gangs and other groups, they dared to take advantage of community spaces and promote peace in different neighborhoods. In the Montes de Maria region, participants underscored the significant impact of cultural activities to unify communities. "Youth communities have widened their knowledge, their stigmas of mistrust have decreased, and they have reconciled between each other," explained a 23 years old youth male from Macayepo.

In the paper, Youth Violence Prevention in Colombia (2014), Pracher argued that projects should focus on long-term collaborative programming, violence prevention and youth empowerment, and emphasize sports and arts activities. This report highlighted how different peacebuilding initiatives effectively implemented these strategies and engaged communities to increase peaceful cohabitation and prevent youth violence (Backer and Guerra, 2011, p. 31-33).

In its National Policy on Peacebuilding and Family Coexistence 2005-2015, the Colombian Institute of Family Welfare¹⁴ (Instituto Colombiano de Bienestar Familiar - ICBF) underlined how preventing and addressing intra-family violence requires an intersectoral strategy focused on individuals, families and communities. Promoting values of peaceful coexistence and equipping families with tools to peacefully solve conflicts were highlighted as key strategies (ICBF, 2005, p. 9-10). Evaluation participants were part of peacebuilding initiatives working at the community, family, and school levels. They all recognized how crucial it was for them to learn to dialogue instead of fighting and promote peace within their homes. The values and skills acquired during different processes were applied in their homes and significantly improved their cohabitation.

13 Invisible borders are delimited public spaces in areas dominated by criminal groups such as gangs. These space limitations aim at establishing domination in territorial spaces. They are characterized by gang-violence, micro traffic and illegal arm use. Individuals and/or groups are denied access or transit to specific areas limited by 'invisible borders'. If the border is crossed, the person or group may be killed.

14 The Colombian Institute of Family Welfare is a Colombian state entity, which works for the prevention and comprehensive protection of infancy, childhood, adolescence and well-being of families in Colombia.

Increased Peaceful Coexistence, The National Movement of Children, Adolescents, and Youth Peacebuilders, Colombia

(see Case Studies in Appendix One for more details)

The National Movement of Children, Adolescents, and Youth Peacebuilders emerged in 1996 as a result of a national initiative created by several national and international organizations and agencies. When the initiative ended in 2000, World Vision International Colombia Office, decided to continue supporting the movement which is now active in 15 cities across the country, involving more than 10,500 children, adolescents, and youth. Members of the movement are engaged in: training on child rights; organising peace marches, awareness campaigns on violence against children and on environmental protection; organising cultural and recreational activities to promote peaceful coexistence; and they are participating in Municipal Youth Councils and Student Councils. Positive impacts have been identified at the individual, community, family, and school levels. Conflict reduction was experienced at the family and community level. Respectful communication, dialogue, and decreased aggressiveness enabled young people to better relate with others and find peaceful strategies to reduce conflict. For example, young peacebuilders conveyed that community mobilization and campaigns brought together individuals and groups from different neighborhoods, contributing to peaceful coexistence. *"The success was that we managed to connect children, youth, and adults because the activities enabled uniting people regardless of their age and gender, and it also enabled changing people's perceptions about their neighborhoods"* illustrated a 24 year old male.

Theme Three: Young Peacebuilders Reduced Violence

Child and youth peacebuilders prevented and reduced different forms of violence and exploitation as evidenced by evaluation participant's claims and supporting research.

In Nepal, reduced violence against children, women or men and creation of a more peaceful environment was reported by children, adolescents and youth from 9 child clubs in 4 districts and 5 youth clubs in 2 districts. Adult supporters from 3 districts also reported reduced violence. Reduced gender based violence and domestic violence, including reduced scolding of children by their parents was reported by 5 child clubs in 4 districts and 5 youth clubs in 3 districts, and from adult supporters in 2 districts.

During the Body Map exercise in Nepal girls and boys from 11 child clubs (4 Mahottari, 4 Doti, 2 Nawalparasi, 1 Rolpa) and 2 youth clubs (Mahottari and Nawalparasi) described positive changes in their own behaviour and attitudes to be less violent as a result of participating in their CYP initiative. *"Previously I used to beat small children, now I don't beat small children,"* mentioned a 13 year old girl from Rolpa. *"I used to be involved in fights, now I am not"* added a 15 year old male. Children and adolescents described how they were more disciplined, more helpful, and more able to use nonviolent approaches to communicate.

A Strategic Review of Nepal's child clubs was undertaken in 2011 - 2012. Primary data from consultations with representatives of 181 child clubs, youth, parents, facilitating agencies, an expert group on children's participation, and representatives from the government was gathered, in addition to analysing relevant secondary data (CCWB and Consortium, 2012). Key benefits of child clubs identified included: access to information, increased awareness of child rights, increased leadership, self confidence, showing their talents, improving communication and organisational skills, ability to contribute

to community development, participation in local governance, improved protection (reduced early marriage, child labour, reduced corporal punishment in schools, reduce alcohol use), reduced discrimination (gender, caste), and increased enrolment in schools and access to services.

Reduced alcohol use and associated domestic violence and fighting in communities was reported by participants in 2 communities in Doti where youth were actively engaged in activities to reduce alcohol use. In one such community, collaborative efforts by youth clubs, women's groups, and local officials, resulted in the declaration of an alcohol free VDC (*see Nepal Case Study in Appendix One*).

Positive impacts of C/SZOP were described by adolescents and youth LET members from each of the four districts, and by an adult supporter from Doti and Kathmandu. A male adult supporter in Doti described, *“as a result of CZOP more schools and communities initiated children’s participation in decision making processes. Now schools and classrooms are without sticks. Political parties and their wings are not doing any activities within the school premises.”* A 20 year old female youth from Doti shared, *“There has been impact in schools and in children in peacebuilding. Previously in the school there was corporal punishment and students were afraid of teachers and were deprived of school education. Now this has been stopped and it has helped to create an environment of peace.”* Further evidence for children’s role in SZOP, reduced use of corporal punishment by teachers, and reduced bullying among children is provided in other evaluation and research reports (Save the Children, November 2010; Dahal, 2014).

Reduced early marriage was reported by children, adolescents, and youth from 6 child clubs (2 Doti, 2 Rolpa, 1 Nawalparasi, 1 Mahottari) and 4 youth clubs (3 Rolpa, 1 Doti). Despite Nepal’s laws protect children from marriage, weak law enforcement, low awareness levels, cultural norms, and social and economic factors contribute to the ongoing practice of child marriage (Plan Nepal et al., 2012). Socio-cultural factors also contribute to low levels of reporting child marriage to the concerned formal authorities, including the police. Yet, three girls aged 12-14 years from Nawalparasi, 2 children from Doti, and 1 youth from Mahottari explicitly mentioned increased confidence reporting child marriage to the concerned authorities. The District Government Child Rights Officer in Nawalparasi confirmed that he had received two official reports on child marriage from child clubs within the past year. Rather than reporting, in many contexts children and youth were primarily engaged in awareness raising among their peers, parents, and community elders to prevent early marriage. Inter-agency research on child marriage in Nepal carried out in 15 districts identified how, *“the activities of child clubs, adolescents, and girls were found to be very useful in preventing child marriage”* (Plan Nepal et al., 2012, p.10).

An example of a child club intervening to prevent child marriage, Kalikot

When a child club in Kalikot heard about a 14-year-old girl being lured into getting married, they informed the police. They also informed religious leaders who sought help of the police when attempts to stop the wedding failed. They held a community meeting with local political leaders, religious leaders and guardians to discuss the adverse consequences of early marriage on children and the country’s law against child marriage. The discussion led to parents from the both side cancelling the wedding. The girl went back to school (“Child Protection,” 2015) .

In **DRC**, CYP appeared to reduce violence of different kinds in all 3 LET areas. In Kitchanga, participants described such successful efforts by youth to peacefully resolve individual **land conflicts**, and they helped prevent land conflicts. This impact came about through peace education on the land law and the importance of solving conflicts peacefully, as well as through mediation of 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. Seventy-two of 89 Draw and Write participants were from Kitchanga.

Acts of land conflicts signed, and actual recuperations of land, are mentioned by several organizations 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 positive impact on solving conflicts over parcels peacefully.

Children and youth in DRC have also contributed to reduced **sexual and gender based violence** (SGBV). Communities have been 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, students have been sensitised and they have shared information with their parents. In Kitchanga, an adult supporter observed a *“reduction in early marriage”* as a result of children and youth awareness raising about the illegality of child marriage.

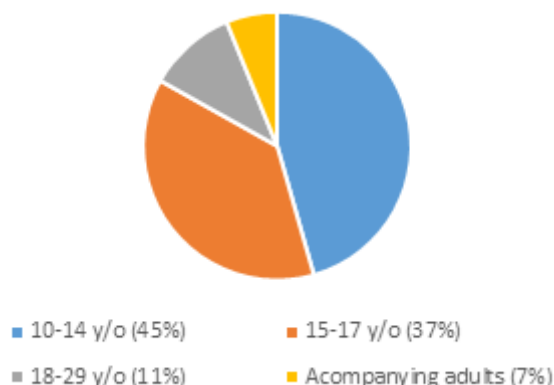
Child and Youth Peacebuilders Address Sexual and Gender Based Violence, Goma, the DRC (see Case Studies in Appendix One for more details)

PARDE Children’s Parliament in Goma, North Kivu, is a nonprofit association created in 1999 with the mission to advance the interests of children. Children and youth are involved in peace education and advocacy, and promote peace using social media and technology to increase democratic participation. In 2014, PARDE concentrated its activities on the fight against sexual and gender-based violence (SGBV) focusing on activities to change youth’s attitudes and behaviours towards gender, gender roles, equality, and relations between men and women. PARDE Children’s Parliament members spoke about the decline of violence against girls and young women, especially with regards to the right to education and gender equality in schools. 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 that girls were now being elected in decision-making positions and that, overall, there was no more discrimination between girls and boys.

In **Colombia**, a clear difference was discerned between participants under 18 and youth participants. There was an observable majority of children and adolescents (10-17 years old) stressing that they had learned to use dialogue instead of fighting, to respect their relatives and peers, and to recognize their own emotional feelings. By contrast,

youth and adults, directed their responses on impacts that increased integration between communities and improved communication within families.

FIGURE: Age groups division -
Increased Peaceful Coexistence and Reduced Conflicts



More than 50% of answers under the category of reduced conflicts and violence in schools and families (n=94) used terms related to ‘communication’ to describe how children and youth had experienced greater peace in their relationships at home and in school. Dialogue, listening to others, using proper language, and expressing their feelings were considered as the main strategies they learnt and used through their involvement in peacebuilding activities. “Thanks to capacity building and the meetings, children and youth started to change their way of talking and treating others. Within their families, relationships changed. We started to observe changes at school, as well” affirmed a 53 years old woman from Cali.

Decreased bullying. Participants from Cali described how bullying significantly decreased in their school and led to decreased school dropout. During an interview, the school discipline coordinator underlined that the work of ‘Multipropaz’ helped nurture the value of respect between students and decreased bullying which led to decreased school dropout rates. Children expressed that, “*there is less bullying towards ethnic and religious groups within the school*” (12 year old boy) and that, “*we have worked as peacebuilders in our school and have demonstrated with examples how to prevent violence and conflicts. In comparison with last year, there is much less bullying*” (14 year old girl from Cali).

Theme Four: Young Peacebuilders Increased Support to Vulnerable Groups

In Colombia, DRC and Nepal, CYP significantly increased assistance offered to vulnerable groups.

In Colombia. In the Montes de Maria region, the Antonio Restrepo Barco Foundation created a multi-purpose fund providing child and youth groups and organizations with crucial support to develop sustainable and income generating projects. In a region highly affected by poverty and unemployment, these initiatives had positive impact by supporting recycling and trash collection youth brigades, creating a playground for children with disabilities, creating music schools, etc. and by offering economic opportunities for children and youth (Fundación Restrepo Barco, 2008). Children and

youth were the main protagonists of these projects. They supported individuals, groups, and communities' integral and sustainable development while at the same time generate their own incomes to sustain their projects and support their families.

Youth from el Carmen de Bolívar, Ovejas, and San Onofre have very little employment opportunities. Developing their skills, positively contributing to the society and generating incomes was recognized as the right combination of inputs to meaningfully build peace.

In Macayepo, several participants noted that, *"some youth are taking advantage of the academic opportunities that have become available in their villages or region"* (22 year old female from Macayepo). These opportunities often consist of scholarships and other incentives to enroll in academic or training programs. Participants from Macayepo pointed out that young people's involvement in peacebuilding helped them develop a clearer idea of their life plan. The coordinator of JOPPAZ (Youth Provoking Peace) clarified that many of these young people live in remote rural areas. To promote youth enrollment in academic and professional programs, opportunities are made available to all within the network.

In DRC, 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 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 Children Friendly Spaces (CFS), choose transitional homes for them, monitor children who have been reunified, and to give information of the integration degree of reunified and adopted children.

In Nepal, Male and female members of 3 youth clubs reported increased reintegration of conflict-affected children and youth, one in Rolpa, one in Nawalparasi, and one in Mahottari; and by one child club in Nawalparasi. Dialogue and interaction programmes among young people who were part of armed groups and youth club members in Mahottari also led to increased understanding of their motives and needs, and some improved integration of youth in their communities and in youth club activities. Increased reintegration support of conflict affected children and youth in their communities, schools, and families in Nepal as a result of child and youth club initiatives was also reported by others (Binadi, 2011; Save the Children Nepal, 2008; Save the Children, 2008; Save the Children, 2013a). In a study of Nepal's Reintegration Programme for Former Child Soldiers 2005-2009 (Binadi, 2011, p. 42) describes that *"The children's clubs had a positive impact on their communities, many of whose members reached out to former child soldiers and encouraged them to return to school."*

Factors Influencing CYP Impact

Key factors which hindered or enabled CYP impact included:

- 1 Attitudes, motivation, and commitment of children and youth, and their organisations
- 2 Capacity, knowledge, skills, and experience of children and youth
- 3 Family attitudes and support
- 4 Cultural attitudes, beliefs, and practices
- 5 Key stakeholders motivation, commitment, and support
- 6 Awareness raising, sensitization, and campaigns among key stakeholders
- 7 Culture, theatre, arts, and sports as a means of engaging children and youth
- 8 Existence and implementation of government laws, policies, strategies, and provisions
- 9 Financial and material support given to CYP efforts
- 10 Income generation support for marginalized groups
- 11 Conflict, political instability, and insecurity

To varying degrees, each of these factors can both positively and negatively influence CYP impact depending on the context and different circumstances. Furthermore, there is a strong interplay and dynamic relationship between each of these factors contributing to the cumulative successes, or conversely, the cumulative barriers preventing or limiting the impact of peacebuilding efforts.

Attitudes, Motivation, and Commitment of Children and Youth and their Organisations

The attitudes, motivation and commitment to peacebuilding by children and youth were key factors influencing the success or failure of CYP initiatives. Good role models, effective communication, teamwork, and the responsibility and commitment of individuals were identified as key success factors, particularly in Colombia and Nepal. Furthermore, in Bukavu DRC, participants also said that determination by children and youth was a crucial factor for building peace.

Young peacebuilders in Colombia were motivated and committed to maintaining positive attitudes to engage additional children and youth in peacebuilding to achieve a greater impact. The importance of developing leadership skills and being good role models were emphasised by children and youth in Nepal. *“Very active involvement of youth and effective leadership is a success factor. If youth actively participate in community activities they will be recognised as active citizens and can contribute more,”* highlighted a 26 year old male LET member. Furthermore, active children and youth have been recognized as good role models who motivate other children and youth to be like them.

Children and youth were motivating each other, accessing information, and using their collective power constructively through their own organisation’s initiatives. Where Colombian child and youth organisations and movements were centred on peacebuilding, participants demonstrated a deeper sense of responsibility and knowledge towards their role as peacebuilders. Fully engaging in organizational activities, teamwork, communication and efficient planning were emphasised as indicators of success by children and youth in Colombia. *“We dedicate a lot of time to planning and studying the issues we discuss [with children and youth]”* highlighted a 17 year old female from Armenia in Colombia.

In Nepal, child and youth clubs and networks were also providing crucial platforms for child and youth expression, participation in local governance, and the organization of various peacebuilding and violence prevention initiatives. Being part of a club with a clear vision and purpose encouraged individual motivation and action. As described by an 18 year old female from Nepal,

In our child club we raised our voices against child abuse, exploitation, trafficking, and use of drugs. We conducted many awareness raising programmes, collected small funds from which were used to buy stationery for children from the poorest families to help them to continue their study. We also organised debates and quizzes on children's issues

A lack of commitment and interest by children and youth were described as significant hurdles to successfully implementing peacebuilding programs. When only a few children and youth were actively participating and when sufficient preparation was not undertaken for their peacebuilding activities, their initiatives struggled to have significant impact. *“Managing to convince children to participate took constant efforts,”* described an 18 year old girl from Bogotá. Child and youth peacebuilders in Colombia described some of their efforts to organise more attractive activities and to encourage the use of better communication strategies as key tactics to attract new participants and increase the impact at the community level.

Across each of the four districts of Nepal child and youth peacebuilders identified a lack of active participants as a factor hindering the implementation and success of peacebuilding programs. Reasons for limited participation in peacebuilding initiatives were varied and included: a lack of parental support for their children to participate; difficulties in reaching children and youth from the most remote communities; insufficient information and awareness about peacebuilding; a lack of local government support; and poor communication and internal conflicts within the clubs. As will be further described below, a lack of adult support and environmental factors clearly hinders child and youth motivation and on-going active participation. In the context of Eastern DRC where poverty is widespread and active citizenship is not well developed, it was observed that children and youth were less motivated and committed to peacebuilding.

Evaluation participants in Colombia and Nepal also described how their own attitudes and practices of their peers could undermine peacebuilding activities. Shyness, rivalry, a lack of information sharing, and disrespectful communication were identified as major hurdles in Colombia. A significant number of responses from children and youth in Colombia underlined how shyness prevented children and youth from actively engaging in peacebuilding activities as they hesitated to express, share and learn from others. A 13 year old girl from Manizales explained that her *“challenge was to share her ideas with others.”* Similarly, a 15 year old girl from San Onofre mentioned how *“criticism from others”* was challenging for her when participating.

Poor communication, a lack of unity, internal conflicts, and a lack of guidance for registration and development of their clubs were also identified as hindering factors in Nepal. *“Sometimes internal conflicts among members of clubs arise while planning and organizing programs.”* mentioned a 16 year old female from Rolpa.

Efforts to develop inclusive child and youth organisations have also influenced the success or limitations of their peacebuilding efforts. As will be further explored in the next chapter on quality of participation, sincere efforts have been made to support inclusive membership, reaching and involving male and female children and youth from different backgrounds in some CYP initiatives, but not in all. Some child and youth organisations and initiatives continued to face challenges in reaching and involving the

most marginalized children and youth, including children and youth with disabilities, children and youth from the poorest families, and children and youth who were involved in gangs or affected by drugs. When the most marginalized children and youth were not effectively engaged it hindered the impact of the program, particularly in terms of efforts by children and youth to reduce discrimination and support peaceful cohabitation. Furthermore, it may increase risks of youth frustration and exclusion which may lead them to engage in violent alternatives (see Bennett, Karki and Nepal, 2012; Mercy Corps, 2015). Child and youth motivation and choice to engage in peacebuilding is fundamentally important, as each individual may choose either peaceful or violent means to achieve change.

Factors Influencing Why Youth Chose Peace Over Violence, Nepal

Factors that influence whether youth chose peace over violence have been identified in earlier research conducted in Nepal by SFCG (Bennett et al., 2012). This study found that youth who opt to act violently tend to: lack opportunities for political engagement; and have inadequate access to public services and livelihood opportunities. In contrast, “threshold conditions for peacebuilding” include opportunities for youth to: have social ties to their communities, be part of “constituencies for peace”, actively engage in political processes, involve themselves and engage in decision-making processes, address discrimination and build individual’s confidence, and have access to employment.

Opportunities for meaningful engagement in child and youth organisations and peacebuilding initiatives provided important spaces and opportunities for children and youth to participate in decision making processes, to address discrimination, to build confidence, and to assert their rights for improved local governance. *“Most youth want peace rather than violence, as they realise that if they do the wrong thing others attitudes towards them will be negative, while if they do things in a peaceful way others attitudes to them will be positive,”* highlighted a 27 year old male youth from Nawalparasi.

Capacity, Knowledge, Skills and Experience of Children and Youth

Child and youth knowledge, skills, and levels of experience influenced the success or limitations of their initiatives. Through their peacebuilding and participation initiatives some children and youth in different contexts have gained increased opportunities to access training on child rights/ women’s rights, peacebuilding, conflict management, leadership skills, or life skills. Furthermore, through their participation in organised groups and movements children and youth have increased opportunities to express their views, access information, share problems, and discuss solutions. In the well functioning associations and clubs, children and youth had improved leadership, communication, analysis, and problem solving skills which enhanced their competencies as peacebuilders. In most of the initiatives that were evaluated in Colombia, children and youth were playing leading roles as mentors, facilitators, organizers, and were frequently supported by their organizations and movements to improve their skills. Accordingly, they recognized their professional and personal development as crucial to improve the impact of their work. Child and youth peacebuilders in Colombia also emphasised the

importance of disseminating their learning among their peers so that wider numbers of children and youth could be mobilised and engaged. For example a 21 year old youth from Cali explained, “The successes were that we trained ourselves as workshop facilitators, and we have the capacity to teach other youth.”

Respect was also identified as a key value that was learnt and applied during peacebuilding activities in Colombia. Participants’ responses revealed how respect was nurtured and experienced during activities and thereafter implemented in different contexts. As an example, a 15 year old girl from Cali explained, *“we learnt that we all enjoy being respected and we learnt to respect others.”* Such values enabled increased peaceful cohabitation, and reduced discrimination and conflicts in communities, schools and families.

The extent to which children and youth had relevant knowledge, skills, and capacity to analyse conflicts and to build peace also influenced the impact of their initiatives.

Save the Children Capacity Building of Children and Adolescents on Conflict Analysis and Peacebuilding

Between 2010 and 2013 Save the Children organised three rounds of regional capacity building workshops in Asia, Africa, Latin America, and Europe for children and adolescents who were engaged in peacebuilding initiatives (Save the Children, 2013b). For example a 5 day regional capacity building workshop was organised in Nepal in December 2013 for children and adolescents from Nepal, Sri Lanka, and Myanmar. The workshop enabled the participants to share and learn from each other’s peacebuilding experiences, and to learn additional conflict analysis tools, as well as approaches and tools to strengthen their knowledge and skills in nonviolent communication, peaceful dialogue, and the development of peacebuilding strategies.



Conflict Analysis by child club members, Nepal

The evaluation revealed that some CYP initiatives were less effective because there had not been sufficient conflict analysis or planning. Insufficient capacity building on conflict analysis for many children and youth, and insufficient efforts to consider conflict analysis findings when developing their peacebuilding or violence prevention initiatives contributed to some ineffective efforts. For example, some village cleaning and water tank building initiatives in Nepal were organized under the name of peacebuilding, but they were not very effective in contributing to peace as they did not address the underlying causes of conflict. Furthermore, some local level income generation activities with female youth in Nepal were not effectively contributing to peace, as they were not accompanied by peacebuilding awareness or conflict analysis efforts. Such findings are reinforced by an earlier multi-agency study in Nepal (Care Nepal, 2012) regarding the importance of conflict analysis and theories of change.

The evaluation revealed that many CYP initiatives had insufficient mechanisms in place to effectively document, monitor and collect data on the process and impact of their peacebuilding initiatives. Greater efforts were needed to build the capacity of child and youth peacebuilders in participatory planning, monitoring, and evaluation. Weak documentation and limited use of baselines made it harder to collect evidence during this evaluation. Furthermore, limited monitoring of child and youth peacebuilding processes created inefficiencies in addressing constraints and gaps.

Family Attitudes and Support

Family attitudes and support, particularly parental support for children's participation in peacebuilding was crucial. For example, in San Onofre in Colombia a group of adults stressed that parents' involvement was too weak and often represented an obstacle to child participation, as the parents sometimes prevented their children from participating. Furthermore, when there was a general lack of parental support for child peacebuilding efforts within the community, there tended to be lower morale among children and less active participation from girls and boys.

Parental and family members support was also important for youth who were culturally expected to obey and respect their elders. Parental permission was especially important for female youth and adolescent girls in the Nepali context, as they faced more restrictions in terms of their mobility. Some parents in Nepal felt that their daughters should stay at home and be involved in household work and study, rather than being involved in participation or peacebuilding activities. Furthermore, boys and male youth were expected to study hard, and to support the family in agricultural, animal husbandry or other income generation tasks. In addition, some families who were most affected by poverty tended to be more reluctant to allow their sons and daughters to engage in peacebuilding activities, as they felt their time could be better spent contributing to the family livelihood.

Findings from the evaluation exhibited positive indications that children and youth peacebuilders in a number of locations were gaining increased support from their parents for their participation in peacebuilding efforts. Evaluation participants from all four districts of Nepal described increasing parental recognition and support for their initiatives. Considering the traditional practices, an adult NGO worker from Nepal highlighted, *"It is surprising to hear how much parents support children's participation in child clubs as in our traditional culture parents' usually only want their children to be involved in study, not in extra-curricular activities."*

Parental support was important both in terms of allowing children and youth to participate, and also in terms of their collaboration to support changes in attitudes and practices which foster peace and reduce different forms of violence and discrimination.

According to an adolescent male from Doti Nepal *“there was support from all parents which helped in reducing child marriage.”* In Bogotá and Guamanga in Colombia, children and youth also expressed that parent’s participation was very motivating, and children from Guamanga highlighted that they received great support from their parents who also participated in the events that they organized in the community. In contrast, despite efforts by child and youth peacebuilders in the DRC to prevent child labour exploitation, it was mentioned that some parents continued to send their children to construction sites, and enterprises secretly still employed children.



Discussion with parents to inform the development of a child friendly code of conduct (Source: Sunol Municipality, Nepal)

Cultural Attitudes, Beliefs, and Practices

In Nepal traditional cultural attitudes, beliefs, and practices towards gender, caste, ethnicity, and age are deep rooted and contribute to different forms of discrimination and cultural violence, including early marriage and chaupadi practices. It has been recognised that social norms take time and persistent efforts to change (Action Aid et al., 2012; O’Kane, 2003); and that restrictive social norms and attitudes towards children, girls, women, and other marginalized groups hinder opportunities for their meaningful participation (Action Aid et al., 2012).

Despite legal efforts to make marriage illegal under the age of 18 years, the traditional practice of child marriage has continued to be supported by some parents, community, and religious elders in Nepal. In many communities parents had less awareness and consideration of the negative impact of child marriage, thus significant awareness raising with parents and other community members was required to reduce such practices. Furthermore, due to traditional ideas about childhood, numerous examples were shared about how some parents and community members scolded girls and boys for getting involved in efforts to reduce child marriage, as they did not consider that children should have a role to play in influencing such decisions. As described above, traditional beliefs and norms about gender roles have also made it harder for girls and female youth in Nepal to gain necessary family permission to participate in peacebuilding activities within and outside of their communities.

Cultural attitudes and traditions concerning gender equality, marriage within tribal groups and inheritance rights were identified as factors affecting peacebuilding efforts in the DRC. For example in Goma, participants complained about community members who

didn't understand peace messages concerning the value of inter-ethnic marriages, as they thought that maintaining marriages within tribes was central to safeguarding cultural values. They also described barriers to female inheritance rights, as some families didn't accept the idea that girls should inherit, because once she marries her inheritance will go to her husband's family.

The importance of efforts to engage key stakeholders and to mobilize and to raise awareness among the general population is discussed further, below. Such factors are crucial to changing negative traditional practices which both hindered the impact of peacebuilding and violence reduction, and hindered the participation of girls, female, youth, and marginalized groups in peacebuilding efforts.

Key Stakeholders Motivation, Commitment and Support

Motivation, commitment, and support from key stakeholders was critical to positive and sustained impact of CYP. In some communities in Colombia, the DRC and Nepal children and youth reported a lack of willingness and commitment from the local government authorities and other relevant stakeholders to engage children and youth in peacebuilding, and to support child and youth led initiatives. For example in Goma and Bukavu in the DRC child and youth participants said it was difficult to access competent authorities and to get them to collaborate in their peacebuilding efforts. Some adolescents and youth from Rolpa in Nepal highlighted that it was difficult to approach and engage political representatives and high profile people from their community in their peacebuilding programs, and that their lack of engagement reduced the effectiveness of their peacebuilding efforts. Furthermore, in some other communities child and youth peacebuilders in Mahottari, Doti and Nawalparasi described how some key stakeholders were not interested in discussing "children's issues", and that they did not show interest in the peacebuilding initiatives being undertaken by children and youth. Moreover, there was often insufficient information shared with children and youth regarding peacebuilding programs and processes. Thus, children and youth in some areas felt unsupported and were less able to address direct, cultural and structural forms of violence without support from adults.

Similarly, in many communities in Colombia, children, youth, and adults identified an overall lack of involvement and interaction between young peacebuilders, local authorities, and community-based organizations. In Bogotá, a 17 year old boy explained that he, *"tried building alliances, but they did not succeed."* The lack of interest and involvement of municipal entities was identified as a major challenge. Participants from different regions of Colombia including Armenia, el Carmen de Bolivar and San Onofre underlined that alliances existed, but needed to be improved. Under this theme, a group of adults from San Onofre affirmed that, *"governmental institutions involve themselves because they are forced to, but not because they wish to do so."*

In some communities in the DRC some youth and children faced hostility and negative reactions to their peacebuilding efforts. For example, in Kitchanga DRC certain local chiefs prohibited awareness-raising activities and mediations on land conflicts, and some youth encountered reluctance by community members to mediate solutions to land conflicts. Some stakeholders had vested interests and thus did not want to support the land conflict resolutions; others were not aware or interested enough to engage in the process. Furthermore, in Bukavu, child and youth peacebuilders encountered incomprehension and insults from motorcyclists when they tried to raise awareness on the importance of driving safely and using nonviolent approaches to solve conflicts faced on the roads. Similarly, bar workers and owners insulted youth peacebuilders who were trying to sensitize against the use of girls as prostitutes. In Goma, participants

mentioned threats by armed groups as hindrances to freely expressing themselves about problems in their local areas. Clearly, where key stakeholders are reluctant and even hostile to peace messages, the impact of child and youth peacebuilding is limited. In contrast, in places where decision-makers and community members listened to child and youth peacebuilders, peace messages were more easily accepted.

On a more positive note in a number of communities in Nepal, and in some communities in Colombia close collaboration with key stakeholders has increased the successful impact of child and youth peacebuilding initiatives. Key stakeholders identified by children and youth in Nepal have included: Village Development Committee (VDC) officials and government officials in district offices, parents, community leaders, community based organisations (including women's groups and para legal committees), schools, political parties, police, local level NGOs, international NGOs, and the media. Recognition and close coordination between children, youth, and the local authorities or municipalities were identified as particularly important in Colombia and Nepal. Furthermore, support from political parties and civil society was identified as a key success factor by LET members in Nepal, *“when children and youth have support from political parties and civil society it can help mobilise more people to get support for the social issues that are being addressed,”* described a male youth.

In Nepal most child and youth clubs were registered with the local authorities at the VDC or district level, and some children and youth were able to access local government funds for their peacebuilding and violence prevention initiatives through engagement with the VDC planning and budgeting processes. Moreover, in the Nawalparasi district of Nepal commitment from key stakeholders to support Child Friendly Local Governance (CFLG) was enhancing the efforts and impact of children's peacebuilding and violence prevention efforts (*see Case Study on CFLG in Appendix One*). The Coalition for CZOPP in Nepal also fostered awareness, commitment, and increased action among Government officials, Constitutional Assembly members, political parties, media, and other stakeholders regarding CZOP and SZOP.

In Colombia participants from the National Children, Adolescents, and Youth Peacebuilders Movement explained that partnerships with schools enabled them to conduct activities and campaigns in schools, and to involve wider numbers of children in their movement. Furthermore, in one region of Colombia a youth peacebuilders group made a successful partnership with the local university that allowed them to work together on environmental campaigns, as well as conduct joint academic research that supported their peacebuilding efforts.

In Colombia community members and organizations' support and commitment was underlined as vital to enable inclusive participation and social cohesion. Key support included the provision of community spaces to conduct activities, participation of community members during events and campaigns, as well as other logistical and financial support. Children and youth in Colombia also emphasized the importance of gaining the support and involvement of other children and youth in their peacebuilding work. A transcending theme, highlighted by all local evaluators in Colombia, was the benefits of organizing exchanges between different peacebuilding initiatives in order to create new alliances, learn from each other and replicate activities and strategies relevant to their contexts.

The importance of intergenerational dialogue and collaboration among adults, youth, and children was emphasised by child and youth peacebuilders in Nepal and Colombia. The Guiding Principles of Young People's Participation in Peacebuilding (Sub Group on Youth Participation in Peacebuilding of the United Nations Interagency Network on Youth Development, 2014) encourage investments in intergenerational dialogue and *“work with adults so that they see the empowerment of young people as a positive change,*

and not as a threat to their own power and position.” In Nepal, intergenerational dialogue among government officials, political leaders, youth, and children was identified as crucial to achieving socio-political changes to have more impact on structural forms of violence. Child and youth peacebuilders in Colombia also emphasized the importance of building bridges of trust and dialogue between parents, community leaders, policy makers, and other adults involved in peacebuilding; and increasing space for child and youth participation in decision-making processes on issues affecting their lives.

Awareness Raising, Sensitization, and Campaigns Among Key Stakeholders

Awareness raising, sensitization and campaigns among key stakeholders (adults, youth, and children) were critical to the successful impact of child and youth peacebuilding efforts in all three countries. A lack of awareness among key stakeholders contributed to barriers which if not overcome, resulted in less effective efforts. For example, in Nepal, limited awareness among some parents, teachers and other stakeholders about the negative impact of early marriage, child labour, corporal punishment, gender discrimination, and chaupadi practices were identified as a key obstacle in some communities.

Significant awareness raising and sensitization was required both to change attitudes regarding the positive roles that children and youth can play in peacebuilding and other social change processes, and to change the attitudes and practices of different stakeholders that contribute to violence and conflict.

Awareness raising campaigns were an essential component of peacebuilding initiatives by most of the child and youth clubs in each of the four districts of Nepal. Awareness raising and sensitization among key stakeholders (VDC, political parties, parents, children/ youth) on child rights, women’s rights, peacebuilding, and different forms of violence and discrimination were critical to gaining their support and engagement so that changes in practices and attitudes could be brought about. Similarly in Kitchanga DRC child and youth participants emphasised that raising awareness about Sexual and Gender Based Violence (SGBV), children rights, and peaceful cohabitation was essential to contributing to peace.

In Colombia child and youth peacebuilders identified that their awareness raising efforts and organization of campaigns on peace and related issues had dramatically helped to reduce violence, conflicts, stigma, and discrimination within communities, families, and schools. Uniting and sensitizing community members and groups were identified as key successes of peacebuilding initiatives in Armenia, Cali, Manizales and Montes de Maria. Participants emphasized the importance of uniting communities as a key factor of success towards reducing violence and discrimination. Peacebuilders from Cali described how the Peace March they organized in 2013 created a significant impact because of the involvement of different communities and neighborhoods. *“With the march we managed to reduce violence and there was a peaceful cohabitation between the groups”* described a 41 year old woman from Cali, and a 15 year old girl added it was successful because *“the march went through several communities.”*

At the school level, participants from Armenia, Cali and Manizales explained that mobilizing students was a very efficient strategy to promote peace and protect the environment. *“In each school, we organise activities related to peace such as wall paintings, drawings, talks, theatre, among others so that children, adolescents and youth can share and learn about peace related concepts and apply these in their daily lives,”* described a 17 year old girl from Armenia. In Cali, participants underlined the importance of school based efforts to mobilize students on environmental issues.

Box: Child and Youth Peacebuilders Spread Peace Messages Through Schools, Colombia
(see Case Studies in Appendix One for more details)

In Manizales, children and adolescents from several schools were involved in the evaluation as part of the “Children and Youth Peacebuilders” program from the International Center for Education and Human Development (CINDE). While the program is being simultaneously implemented in different schools, several participants meet on a frequent basis to share their school experiences and learn new skills. One of the schools involved developed its own peacebuilding initiative called “Classrooms in Peace” where students take a leading role in promoting peaceful practices in the entire school. When being asked about strategies to improve the impact of their work, students from different schools underlined the importance of replicating their experiences to other schools.

In Nepal, national and district level campaigns have played an enabling role in creating more widespread awareness on issues relating to peace, non-violence, participation, and respect for children’s rights, CZOP, and SZOP. Use of Declarations has also been an effective strategy to mobilize, raise awareness, and increase commitment from different stakeholders to social change issues in Nepal. As illustrated by the case examples shared in this report, efforts to declare a VDC Alcohol Free, or to declare a VDC as a child friendly local government have been effectively used as to increase impact.

Furthermore, the media (radio, TV, and new forms of social media) has also played an important role in raising awareness and sharing information about peacebuilding and good governance initiatives among the general public, and among youth and children in each of the countries. In Colombia and the DRC children and youth mentioned the benefits of radio when trying to reach and inform other children and youth about peacebuilding work. Furthermore, some radio programmes in Nepal have been specifically designed to inform and engage youth on peacebuilding (Nepal et al., 2010; SFCG, January 2013). In some communities in Nepal children and youth also have experience running their own radio programmes and producing regular wall newspapers and magazines which has enabled information sharing and awareness raising on child rights, women’s rights, violence against children, and the importance of peace (Feinstein et al., 2010; O’Kane et al., 2013).

Culture, Theatre, Arts, and Sport as a Means of Engaging Children and Youth

Culture, theatre, arts, and sport as a means of engaging children and youth has been emphasised as a success factor by young peacebuilders. Creative methods are being effectively used to engage and sustain the motivation of children and youth in peacebuilding and to promote awareness and messages on peacebuilding and related issues concerning conflict or violence. Cultural arts, theatre, drawing, poems, games, quizzes, debates, speeches, singing, and dancing were identified as effective approaches by children and youth to show their talents, to express their views and messages on peace, violence and conflict issues concerning them, and to build social relations among groups.



Children and Youth from Multipropaz in Cali use scenic arts, dance, sports, and the media to promote peace in their schools and communities, Colombia

Several participants in Nepal and Colombia underlined the importance of applying dynamic and recreational strategies that are more attractive, and that “help to break educational barriers.” In Nepal, participation in cultural programmes was also identified as an important approach to empower girls and female youth to address gender inequalities. *“Female participation in cultural programmes is important to increase young women’s self confidence, and these young women can be a source of inspiration for other girls and women in their communities,”* explained one female youth LET member.

Children aged 10-14 years old in Colombia expressed their wish to participate in fun and artistic peacebuilding activities, for example by “writing songs about peace with our thoughts” explained an 11 year old boy from Bogotá or “organizing more games so that children can have fun” highlighted a 14 year old girl from Cali. For several organizations in Colombia, “culture” represented a central protection factor for children and youth that helped strengthen protective environments (Fundación Restrepo Barco, 2008); and in some regions, sports and dance were recognized as key enabling factors to unite and reconcile communities that were dramatically affected by the armed conflict and violence. For example, in Bajo Grande and its neighboring young peacebuilders described how cultural activities have significantly helped these communities to regain trust as they would come together for different events and be united under common cultural traditions.

In today’s world, in which conflicts occur less between states and more often within them, culture plays an essential role in conflict resolution and promotion of social cohesion:

The road to inclusive social and economic development, environmental sustainability, peace, and security is firmly grounded in culture, understood in its spiritual, material, intellectual, and emotional dimensions and encompassing diverse value systems, traditions, and beliefs. Culture informs and influences people’s relation to sustainable development, conflicts, and reconciliation in a distinct, but direct manner. (Emerson, 2013, p. 2).

Theatre and different cultural performances have been strategically used to raise awareness among parents, community members and other key stakeholders in Colombia, DRC, and Nepal. For example, children and youth in Nepal have used theatre to raise awareness about the importance of peacebuilding, human rights, and child friendly good governance; and about the negative impacts of: violence against children; early marriage; child labour; non-enrollment in schools; drug and alcohol use; and caste discrimination.



Celebrating cultural diversity in Nepal (Source: YNPD Mahottari)

Games and sports (football, cricket) have also been effectively used in some places to reunite and reconcile communities, to build relations among conflicting groups to help build peace. *“Some youth are uniting with other communities to rebuild trust through sport,”* illustrated a 22 year old female from Macayepo, Colombia. Similarly in Mahottari district in Nepal youth from different VDCs were brought together to play cricket to build relations and provide a basis for communication and resolution of underlying conflicts.

Existence and Implementation of Government Laws, Policies, Strategies, and Provisions

The existence and implementation of government laws, policies, strategies, and provisions concerning child and youth participation in local governance and peacebuilding, and different forms of discrimination and violence have played an important role in enabling or hindering efforts by child and youth peacebuilders in different contexts.

Colombia ratified the Convention on the Rights of the Child in 1991. Soon after, Law 115 of 1994 (General Law of Education) established participation mechanisms by means of Students Councils and Representatives; thereby, providing a significant CYP opportunity. Student representatives are responsible for promoting, protecting, and defending children and adolescents’ rights within schools. Law 375 of 1997 established Youth Councils with responsibilities for advising municipal, departmental, and national administrations to influence Development Plans, as well as the preparation and

implementation of youth policies and programs (Interinstitutional Working Group on Child and Youth Participation, 2008, p. 11-13). In line with the UN Convention of the Rights of the Child, in 2006, Colombia enacted Law 1098 containing the “Code for the Infancy and Adolescence”, which established children and adolescents’ rights to participate in decisions affecting them in families, schools, associations, districts, and municipalities. More recently in 2015, Law 1732 mandated incorporation of the topic of ‘peace’ in all school curriculums (Colombian Ministry of Education, 2015). However, despite the existence of legal frameworks and numerous CSOs working with children and youth, a report of the National Working Group on Child and Youth Participation emphasized how non-autonomous and misrepresented practices of participation prevailed in the country (Interinstitutional Working Group on Child and Youth Participation, 2008).

In Nepal in recent years, improved legal and policy frameworks have supported citizen participation in local governance (UNDP, May 2014); and child and youth participation and representation in decision making processes concerning them (CCWB and Consortium, 2012). For example, a Child Friendly Local Governance National Strategy (2011) contains indicators ensuring children aged between 12 and 18 years participate in the decision making processes of local bodies through the development of institutional participation mechanisms; and that there is a functioning child club network in each Village Development Committee, with a child club in each ward. In addition, the National Youth Policy (2010) in Nepal which concerns women, men, and members of the third gender aged between 16 and 40 years, highlights the basic rights of youth to livelihood, education, health, family welfare, protection (from violence, trafficking, and drugs), employment, and social security; and to participation, empowerment, and leadership opportunities.

In addition numerous laws, policies, and directives have been developed to protect people from different forms of violence and discrimination including child marriage, child labour, trafficking, caste discrimination etc. However, as reported by some participants during this evaluation in Nepal a key hindering factor is that parents, community members, and sometimes even local government officials remain unaware of relevant laws and policies. There is insufficient implementation and monitoring of laws and policies, especially at the local levels. Furthermore, despite provisions for child and youth representation and participation in various local governance structures concerning them, there continues to be a lack of provision for child and youth representation in Local Peace Committees. This creates a barrier as it enables elders to continue traditional practices of engaging more senior people, particularly males, and it contributes to the exclusion of youth and children.

Financial and Material Support to CYP Efforts

The importance of financial and material support to CYP efforts was particularly emphasised by children and youth in the context of the DRC and Nepal, as well as by a few children and youth in Colombia. Financial and material support to CYP efforts enabled children and youth to implement their plans. Conversely, a lack of material and financial support created obstacles for children and youth when trying to implement their peacebuilding activities thus hindering impact.

Child and youth peacebuilders in the DRC emphasized that financial means allowed them to reach a larger number of participants in more numerous and remote places. In Kitchanga for example, children and youth were keen to have more money to create more child clubs and Children Friendly Spaces, and to carry out more reunifications of separated children. Participants also mentioned the lack of notebooks and funds to do

advocacy work through radio emissions. In Goma, children and youth also expressed the need for more funds to do more peace education and program evaluations; and to organise more games and other recreational activities to increase peacebuilders' motivation. In Bukavu, participants mentioned the need for funds to organize more multi-ethnic debates and to do more peace education.

In the DRC context concerns were raised by some children and youth, that there seemed to be some generalized resistance to carrying out peacebuilding work without some kind of financial motivation. It was suggested that while financial means were important, financial support should also go hand in hand with peacebuilding capacity building and other inputs.

The need for increasing financial and material support was rarely mentioned during the 3M evaluation in Colombia. Only a few children and youth in Colombia identified time, financial and material resources and spaces as key challenges. While participants affirmed that long-term financial and logistical support was needed, they placed more emphasis on the importance of the support from stakeholders, particularly the need to increase and strengthen partnerships with the state institutions, as well as with other public and private institutions. It was identified that such partnerships would help mobilise recognition, as well as financial and material support for CYP efforts. An adult supporter from Boca Grande explained, *“connecting with the state institutions that contribute to youth’s work at all levels in the country is needed to find more resources, and to include more youth.”*

In Nepal some child and youth peacebuilders are gaining material, capacity building and some financial support from local or international NGOs. Child and youth clubs in Nepal are also increasingly gaining access to financial and material support from the local government which increases the sustainability of their efforts. In all districts there were examples of collaboration between CBOS (including child clubs, youth clubs) and government organizations at the local level that contributed to more effective and sustainable efforts as CBOS. When child and youth clubs worked in collaboration with the VDC they were more likely to be invited to be part of the local government planning and budgeting process, and could influence plans to better address issues concerning them, including issues relating to violence and discrimination.

Yet despite improving opportunities for child and youth clubs to influence local government budgets and to access funds to support their own peacebuilding initiatives, many CYP initiatives continued to face challenges in securing sufficient material and financial support for their child and youth led peacebuilding initiatives in Nepal. Participants from Rolpa emphasised the need for children and youth to have clear plans and proposals, and to increase their fundraising efforts to ensure increased support from donors. Adolescents and youth from Nawalparasi and Mahottari also emphasized the importance of transparent information sharing and capacity building of children and youth on budget formulation and planning.

Income Generation Support for Marginalized Groups

The importance of income generation support for marginalized groups was emphasised by evaluation participants as a factor that influenced the success or failure of CYP initiatives. In Nepal evaluation participants reported that efforts to reach and engage marginalized youth, and out of school children in their CYP efforts were more successful if their programs included income generation or skill development opportunities for youth or family members.

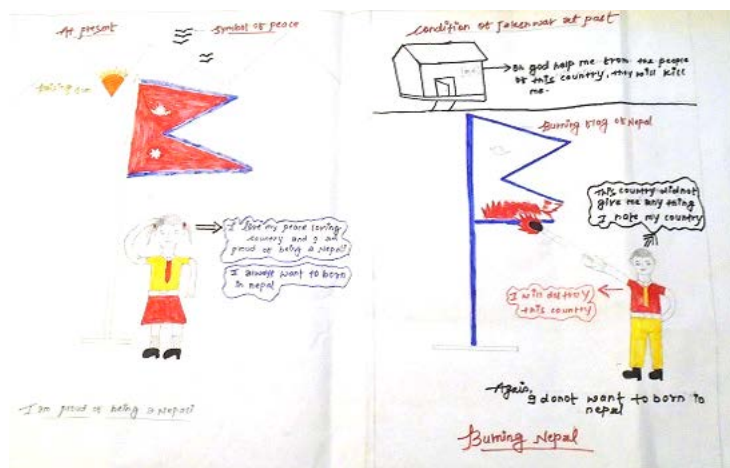
The evaluation also revealed the importance of approaches which are conflict sensitive, and the importance of analysing the unintended economic impact of child and

youth peacebuilding activities on families, particularly the most marginalized families, so that risks and negative impacts can be avoided. For example, in efforts to ban alcohol production in Doti, it was found that some of the most marginalized families who gained an income from alcohol production left the community when alcohol production was banned. An adult male supporter from Doti stressed, *“After the declaration of the alcohol free VDC some families who used to make local alcohol as an income faced an economic loss. Due to this some people moved to another place. This does not only have negative impact to their livelihood, but also to the education of children in the family.”* To counteract such negative impacts, children and youth emphasized the importance of integrating income generation schemes, as one of the components of peacebuilding initiatives.

As described earlier in Colombia, the Antonio Restrepo Barco Foundation created a multi-purpose fund to support income generation projects by youth. These initiatives had positive impact in the communities by protecting the environment, supporting children with disabilities, and offering economic opportunities in a region with high levels of poverty and unemployment (Fundación Restrepo Barco, 2008). Evaluation participants from el Carmen de Bolívar, Ovejas, and San Onofre underlined how these income generation opportunities enabled them to develop new life projects. Developing skills that enabled youth to positively contribute to their communities and income generation were identified as a useful combination of factors to meaningfully build peace.

Conflict, Political Instability, and Insecurity

In the context of Eastern DRC, violence and conflict were identified as an important hindering factor. Conflict and insecurity hindered peacebuilding in two ways. Implementation of peacebuilding activities created risks for child and youth peacebuilders. In addition, the experience and fear of violence and destruction, often with ethnic connotations, influenced the readiness of community members to accept peacebuilding messages. In Goma, for example young peacebuilders mentioned threats by armed groups as hindrances to be able to freely express themselves regarding problems in their communities. Conflict and instability also impacted the readiness and ability of communities to work for 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. Other research also found that experience of violence and destruction have created fear, prejudice, and stereotypes that are entrenched and sometimes hard to change (SFCG, 2014).



Drawing about the conflict and post conflict period in Nepal, by a 15 year old girl

Political insecurity, armed conflict, and strikes were also reported as hindering factors to CYP initiatives in Nepal. During the period of armed conflict some child and youth club activities were stopped due to insecurity and associated risks (Save the Children, 2008). During this evaluation, participants in Doti described how youth anti-alcohol campaigns were limited during the period of armed conflict. Furthermore, in recent years political strikes have created delays and adjustments to child and youth peacebuilders plans and activities.

Quality of Child and Youth Participation in Peacebuilding

Evaluating the quality of child and youth participation in peacebuilding was a key component of the evaluation. The Pots and Stones activity was used to discuss and score eight principles relating to the quality of child and youth participation in peacebuilding. Participants could also share their ideas to improve quality. The eight principles for quality of child and youth participation in peacebuilding 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.



Pots and Stones, Nepal

The eight key principles used were:

- 1 Participation is transparent and informative
- 2 Participation is relevant and respectful to children and youth
- 3 Participation encourages diversity and inclusion
- 4 Participation is sensitive to gender dynamics
- 5 Participation is safe and sensitive to risks
- 6 Investments are made in intergenerational partnerships in young people's communities
- 7 Participation is accountable
- 8 Involvement of young people in all stages of peacebuilding and post-conflict programming

The Pots and Stones tool¹⁵

was facilitated with mixed groups of male and female participants in their respective age groups, 10-14 years, 15-17 years, 18-29 years, or with 18+ adult supporters. The results of different age groups were maintained for comparison of different perspectives. However, within any particular age group the Pots and Stones activity was conducted in small working groups, so that each group could explore two -three principles. Facilitators distributed a handout with a description of the 8 principles, questions, and the scoring scale on the top (see *Appendix Three*). Individuals had opportunities to record and share their individual scores and reasons within their small group. The small group then collectively decided how many stones to place in the pot, and recorded their reasons for the group's score. The group members also shared their ideas on how to improve implementation of the principle in their CYP. In a final plenary session each small group presented their score and reasons to the wider group, so that the score and reasons could be validated or adjusted.

0 stones	1 stone	2 stones	3 stones
The principle is not met at all	Some awareness, but the principle is not really reflected in practice	Some efforts made to address the principle, but not full efforts	The principle is fully understood, implemented and monitored

The Pots and Stones activity was used to evaluate the quality of child and youth participation in peacebuilding initiatives in 4 CYP initiatives in Colombia, and in 20 CYP initiatives in Nepal. Many of these initiatives collected data from at least two different age groups in order to compare and understanding different people's perspectives (see *Appendix Three* for more details).

A summary overview of average scores and brief analysis from Colombia and Nepal is presented, followed by more detailed sharing of key results concerning each of the eight principles. More detailed results concerning the quality of participation in the CYP initiatives that were case studies are available in *Appendix One*. The Pots and Stones tool was not used in the DRC. However, a few findings concerning the quality of child and youth participation in peacebuilding that were shared by youth and adolescent representatives of agencies that were focused on for the 3 CYP case studies in the DRC, and observations from the Country Evaluator are integrated into relevant sections on the eight principles below.

15 Adapted from Save the Children (2014)

FIGURE: Overview of Average Scores on Quality Indicators for Child and Youth Participation in Peacebuilding from 4 CYP Initiatives, Colombia



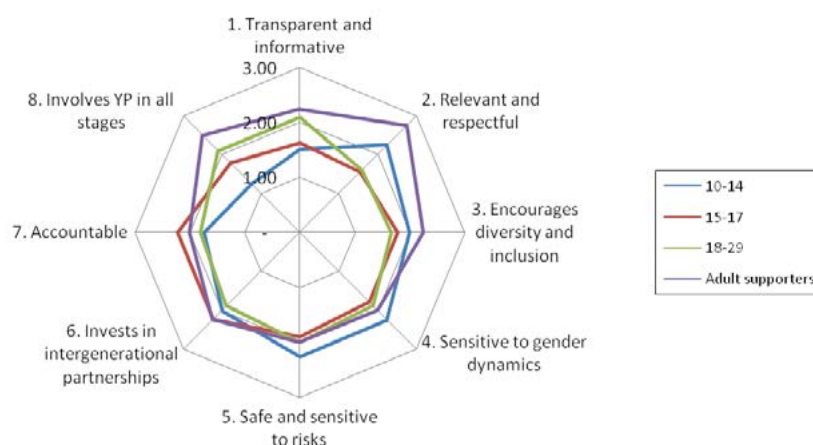
This figure from Colombia indicates interesting strengths and weakness in applying quality principles. Overall it indicates that CYP initiatives were fairly strong in ensuring child and youth participation in peacebuilding that:

- Was relevant and respectful to children and youth (principle 2);
- Encouraged diversity and inclusion (principle 3);
- Was sensitive to gender dynamics (principle 4);
- Was accountable (principle 7).

Mixed scores were provided in relation to child and youth participation in peacebuilding being transparent and informative (principle 1); and in relation to opportunities for children and youth to be involved in all stages of peacebuilding and post conflict programming (principle 8). Furthermore, significant weaknesses in CYP initiatives were identified in relation to child and youth participation in peacebuilding that:

- Was safe and sensitive to risk (principle 5); and
- Made investments in intergenerational partnerships in young people's communities (principle 6)

FIGURE: Overview of Average Scores on Quality Indicators for Child and Youth Participation in Peacebuilding, Nepal



This figure from Nepal provides an overview of the average scores given by different age groups of child and youth peacebuilders, and the perspectives of adults. It indicates which quality principles are weaker and which are stronger, and it illustrates how different age groups have different perspectives and scores concerning some of the principles. For example, adult supporters in Nepal tended to give higher scores than children and youth for participation that was: transparent and informative, relevant and respectful, encouraged diversity and inclusion, and involved young people in all stages of programming. Scores from children and youth indicated that there was less transparent information sharing with children, and less opportunities for younger children to be involved in all stages of programming. In contrast, in comparison to adolescents, youth, and adult supporters, child participants scored higher on gender sensitivity; and participation that is safe and sensitive to risks. The reasons for such differences are shared in the narrative below.

Overall, the results from Colombia and Nepal were different, as CYP initiatives in Nepal scored higher in relation to investments in intergenerational partnerships, and lower in relation to participation that was relevant and respectful to children and youth; and participation that encouraged diversity and inclusion.

Findings concerning each principle are further discussed below, and some key suggestions from children, youth, and adult supporters to improve the quality of their participation in peacebuilding are also shared. Furthermore, relevant observations and data from the DRC is also integrated where available.

Principle One: Participation is Transparent and Informative

One CYP initiative from Manizales in Colombia, and 2 CYP initiatives from Nawalparasi in Nepal gave high scores of 3 for principle one. According to youth and adolescents from Nawalparasi their participation was visible and information was well shared with all participants prior to their participation. “There was meaningful and detailed information provided regarding the participation” described an 18 year old female from

Nawalparasi, and a 34 year old woman added, “*we talk with children and we encourage them to participate.*”

Similarly child and adolescent peacebuilders in Manizales expressed their satisfaction about the information provided, “*the process is transparent as we are always told about everything and they keep us informed*” highlighted a 15 year old female.

Many of the CYP initiatives involving adolescents and youth in both Colombia and Nepal provided a score of 2, as while efforts were made to share information transparently, some challenges continued to be faced. For example, in Colombia several responses provided by children and youth revealed some challenges related to transparency and information. “*There are situations in which we do not understand the purpose*” explained a 15 year old boy from Armenia, Colombia. A group of youth from Guamanga added that, “*we are informed about some things, but not about others.*” Furthermore, a 50 year old man from Carmen de Bolívar added that “*information is provided to those who request it.*”

In Nepal adolescents and youth from Mahottari, Rolpa and Doti scored 2. Although meetings were held, youth from Mahottari mentioned that detailed discussion and complete information sharing did not take place. “*Children and youth did not have enough information about the program, and those who were involved were not clearly informed about their roles and responsibilities,*” described a 43 year old women in Mahottari. Youth from Rolpa mentioned that information relating to peacebuilding campaigns did not reach all the concerned youth from different backgrounds, particularly as it was not disseminated in the mother language that youth and children could more easily understand. An adult from Doti also mentioned how transparent information sharing was challenging due to geographical conditions and difficulties in reaching children and youth in remote hill communities.

The lowest scores concerning transparent and informative participation were made by children from Doti in Nepal. Children described how information was not provided about the peacebuilding programs, and thus the involvement of children was not clear. “*There is no proper information about how children could participate in the peacebuilding programs,*” mentioned a 14 year old boy. Adolescents in Doti also mentioned that children were not treated equally, that there was no information about the programs related to children, and a lack of recognition of child-related programs.

In the DRC youth representatives from the NGO Bénénfance, and from the Union des Juristes Engagés pour les Opprimés, la Paix et le Développement (UJEOPAD), thought that they shared sufficient information with children and youth for them to be able to make an informed choice about their participation in peacebuilding activities. However, an adolescent representative from PARDE a Children’s Parliament mentioned that they provided limited information to children to allow them to make an informed decision to participate.

In discussing how to ensure transparent information sharing for informed participation children, youth and adults in Nepal and Colombia recognized the importance of timely and inclusive efforts to share full information with children and youth, and with their parents. Children and youth in both Colombia and Nepal suggested that there should be deeper explanations about the proposed activities, and what they expect to achieve, so that the advantages of children’s participation can be more clearly explained to children. Children and youth in Nepal also suggested that there should be more transparent information sharing on the budget, with opportunities for children and youth to influence planning, budgeting, monitoring, and evaluation. In addition, young peacebuilders emphasised that parents, and other key stakeholders should be informed and sensitized about CYP initiatives; and that the media could support wider information sharing.

Principle Two: Participation is Relevant and Respectful

Child and Youth Peacebuilders from Manizales and Youth Provoking Peace members from Montes de Maria gave a high score of 3 for their participation being relevant and respectful. “The activities are always fun and we are not pressured, the schedules are always in accordance with the participants. We are always respected and they treat us with love” explained a 15 year old girl from Manizales. Freedom to choose to express themselves or not was pointed out by several participants as a key factor of respect.

Other CYP initiatives in Colombia also scored relatively high between 2 and 2.5. Considering children and young people’s time was described as a key strength. “*Schedules of children and youth who study are taken into account*” mentioned a 45 year old woman from El Carmen de Bolivar. Supporting adults in San Onofre also explained that organizations in the region had evolved and increasingly respected the schedules of children and youth.

In Nepal adult supporters from Mahottari, Nawalparasi, and Doti provided high scores of 3. They felt that children and youth were being respected and valued, and that their participation was relevant. According to a 34 year old woman in Nawalparasi “*as the VDC was declared a child friendly VDC, participation has been more relevant and respectful.*”

In contrast only adolescents from Nawalparasi provided a score of 3, other children, adolescents and youth provided lower scores of 2 or 1. Adolescents from Nawalparasi who scored 3, mentioned that adults were respectful towards children and have honored them. Interesting and interactive programmes were being organized in collaboration with children, and they felt equally respected, especially as concern from the VDC officials was shown. Commitments to addressing existing problems facing children in the VDC was recognised as an important part of the CFLG declaration. However, findings also revealed that participation was less relevant for children and youth who were shy and less able to express themselves. A 18 year old female from Nawalparasi articulated that “*for those who could not express and present themselves, participation was not very relevant and or respectful.*”

Some children and youth from Doti and Rolpa provided a medium score of 2, as they claimed that the availability and time constraints of children and youth were not sufficiently considered, and children and youth sometimes faced pressure from parents or teachers to participate. “*Though participation is relevant in context of children and youth, adults often put pressure on them to get involved in the program*” explained a 21 year old male from Mahottari.

Adolescents from Doti and youth from Mahottari gave low scores of 0 to 1.5. They mentioned that although children and adolescents were involved in programs, they did not feel that their role was considered important, but rather that their involvement was only to show that the organizers had involved children. Due to such tokenistic practices a 23 year old woman from Mahottari said that “*some children do not wish to participate.*”

To make participation more relevant and respectful, child and youth peacebuilders in Nepal suggested that concerned stakeholders should give more attention to children and youth, sharing more information on opportunities for children, youth and women to participate in peacebuilding. They also suggested raising more awareness with parents to prevent them from putting pressure on children to participate.

In the DRC, a youth representative from Bénénfance described how their association had undertaken sensitization of 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. In PARDE children and adolescents had also sensitised their parents about the importance of children’s participation in peacebuilding.



Drawing and analysis about past and present events relating to conflict and peace, by an 18 year old male, Mahottari

Principle Three: Participation Encourages Diversity and Inclusion

Respect for diversity and inclusive participation of children and youth in their own peacebuilding initiatives in terms of gender, ethnicity, caste, religion, disability, sexuality, and other diversity factors is an important indicator used to evaluate the quality of participation in peacebuilding.

In the DRC, youth and adolescent representatives from Bénénfance, PARDE and UJEOPAD reported that they made efforts to support inclusive approaches and helped to avoid and address prejudice and discrimination. Furthermore, PARDE the Children's Parliament explicitly encouraged the participation of girls and young women.

The four CYP initiatives that evaluated the quality of their participation in peacebuilding in Colombia provided relatively high scores with regards to diversity and inclusion. Many children and youth gave scores of 3, and members of the Child and Youth National Peacebuilders Movement scored between 2 and 3. While ethnic groups, gender, or other diversity factors were not often mentioned in the responses, positive scores were justified by statements that all children and youth were welcomed to the activities. However, two women from Colombia more explicitly explained how inclusion of different ethnic groups was a priority in the CYP activities, and that members of different ethnic groups were encouraged to participate through artistic and cultural activities.

However, weaknesses in inclusive participation and lack of pro-active efforts to ensure diversity and inclusion were also acknowledged by some young peacebuilders. *"It could be that we are always open to the participation of others without excluding anyone. But we have not built principles that promote diversity during the activities,"* illustrated by a 16 year old girl from Bogotá. Another 17 year old girl from Macayepo justified a lower score by explaining that *"only a few meetings are being organized and the other children and youth are not motivated."* Motivation and regularity of the activities were pointed out as vital strategies to include more children and youth in peacebuilding initiatives. Furthermore, efforts to promote equality based on ethnicity, gender, and equality was emphasised by one 17 year old male from Colombia, *"we are showing and promoting ethnic and gender diversity in the school..... and providing a space to the youth from the LGBT community to demonstrate that we are all equals."*

Challenges relating to the exclusion of children with disabilities were mentioned by just two young peacebuilders in Colombia. *“Everything is done equally because no one is racist, we are all already very united. Persons with disabilities cannot participate very well even though they would like to because of their disability,”* explained a 15 year old girl from Manizales. A 15 year old boy from the same initiative added that there is a lack of inclusion of *“other children from other places such as rural areas.... and we should include disabled children because they are also people and deserve to be here.”* The Country Evaluator in Colombia suggested that *“the absence of responses (only two responses) related to the inclusion of children and youth with disabilities indicates a lack of prioritization and/or capacities to address this issue of inclusion.”*

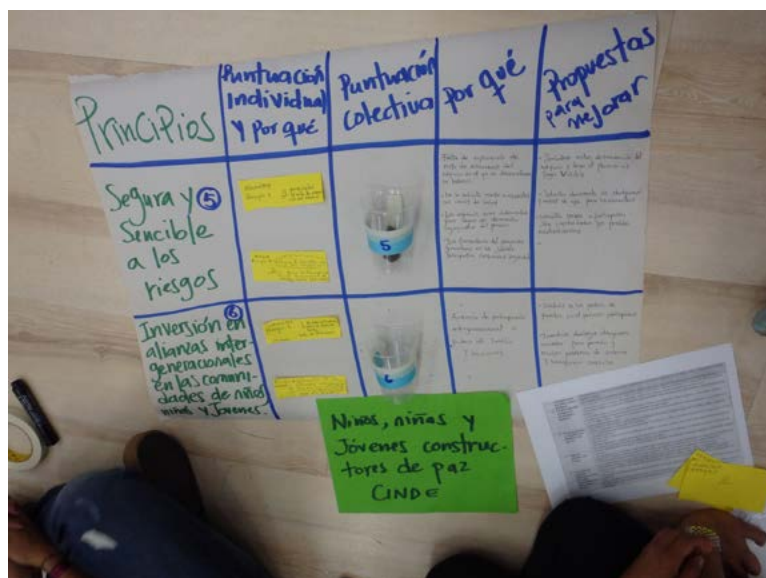
CYP initiatives that were evaluated in Nepal provided a wide range of scores ranging from 0 to 3 for participation that respects diversity and is inclusive. Adolescents from Nawalparasi and adults from Doti and Nawalparasi provided a good score of 3, as they claimed that there was representation and inclusive participation of children from different caste, ethnic, and religious backgrounds in their child club. *“There is equal participation of women, dalit, and ethnic groups [in their youth initiative to create an alcohol free VDC],”* mentioned a 29 year old adult male supporter in Doti. In Nawalparasi a 16 year old female described, *“In programs inclusiveness and diversity was always considered, and representation from all cultural, religious, ethnic group was there.”* A 14 year old boy also added that *“while developing a child friendly village, children from all backgrounds, including girls and boys of different ages were included in the process.”*

Adults from Mahottari, youth from Rolpa and children and adolescents from Doti, gave a medium score of 2. Youth from Rolpa described, *“There is no clear strategy to involve children from different backgrounds in peacebuilding; we have tried to include people with disabilities, but we have not been able to fully put this into practice; there is active participation of children, but less from the disadvantaged community”*. Similarly, a 17 year old male from Doti highlighted, *“not all are involved, so it is not inclusive”*. Youth from Rolpa explained that while they had policies encouraging proportionate participation, and made efforts to follow such policies, they faced challenges in implementing such policies. Some of the challenges mentioned by children and youth from Doti and Rolpa included the difficult mountainous terrain and poverty which makes it harder to reach children from marginalized families. Some child club members from Doti also mentioned that some children are less interested in the programme.

Youth club members from Mahottari mostly provided a low score of 1 for participation as youth members recognised that participation in their peacebuilding initiatives was not based on geographical, cultural and social diversity. Youth organized themselves among people that they already knew who tended to be from the same social or ethnic group. *“Participation was mostly from only one ethnic group,”* claimed a 32 year old adult supporter. A 17 year old female from Mahottari added that *“If there was participation from all caste and ethnic groups it would have been encouraging.”* It was also mentioned by some youth club members that youth participation opportunities were mostly provided to youth who were close to the organizer.

Despite their engagement in peacebuilding initiatives to end caste and ethnic discrimination, significant weaknesses remained in terms of inclusive participation within a number of CYP initiatives. Similar concerns were identified in the Strategic Review of child clubs which identified that community based child clubs were more inclusive than school based child clubs, but that overall there was exclusion of marginalised children, particularly children with disabilities, street children, children who are HIV positive, and children with substance abuse problems (CCWB and Consortium, 2012).

To improve respect for diversity and inclusive participation child and youth peacebuilders in Nepal and Colombia encouraged increased information sharing, awareness raising, discussion, and action planning among children, youth, parents, and other stakeholders to encourage diversity and inclusion, and to avoid prejudice and stereotypes. Participants in Nepal suggested that stakeholders should also be provided with detailed information about the benefits of participation for all and the importance of inclusion; and that more efforts should be made to develop positive attitudes in children and adults, with more efforts to ensure child friendly, and disable friendly materials and meeting places.



Pots and Stones, Colombia

Principle Four: Participation is Sensitive to Gender Dynamics

Respect for males, females, and gender sensitive participation is an important component of inclusive participation in peacebuilding; and sensitivity to gender dynamics is crucial when supporting efforts to prevent and respond to gender inequality and different forms of gender based violence.

The four CYP initiatives that evaluated the quality of their participation in peacebuilding in Colombia provided relatively high scores with regards to participation that is sensitive to gender dynamics, giving scores between 2 and 3. In Nepal there were more mixed results. Only a few children and adolescents from child clubs in Doti, and one youth group from Mahottari gave a high score of 3. The majority of young peacebuilders and adult supporters gave a score of 2 in Nepal, and some child and youth participants gave lower scores of 0 and 1. In each context participants responses indicated a general awareness of the importance of promoting gender equality. At the same time, challenges to overcome gender discrimination were considered quite difficult to tackle as they were rooted in socio-cultural traditions and discriminatory practices.

In Colombia children and youth asserted that respect and acceptance of different genders was often taken into account within their initiatives. Playing together, respecting each other, and avoiding discriminatory practices were considered to be the most important means to promoting gender equality. *“There is no discrimination based on gender, if there is an activity we all support each other and never judge the opinion of the boys*

or girls, we are all equal” explained a 15 year old girl from Armenia. A 13 year old girl from Macayepo added, *“we women are respected and we are taken care of.”*

Some children and youth in Colombia acknowledged differences among males and females and people with different sexualities, and emphasised the need to respect such differences; while others suggested that not noticing differences was a means of non-discrimination. *“Men think differently, they have a more rustic thinking and women are more sensitive”* claimed a 15 year old boy in Armenia. While a 15 year old girl from Manizales explained, *“in the program, we do not notice the differences based on gender or sexual inclination, all the opinions are valid and listened to; although, for me it is obvious that even though everyone can participate freely, we women almost always take the lead in many aspects of the initiative.”* A 21 year old woman from Macayepo emphasized that *“during the activities, we can appreciate similar opinions and there are also moments in which there are many differences of opinions.”*

Participants from a few different places in Colombia indicated that young women and girls were participating more actively than boys and young men. A 20 year old male underlined that *“when calls for participation start, everyone is welcomed but more women than men engage [in the programs].”* *“Women and girls are more participative and responsible”* added a 43 year old woman from San Onofore. Adult supporters from San Onofore felt that cultural beliefs and norms were the main challenges to ensuring significant participation of children and youth of different genders and sexual orientations. They explained that there is discrimination towards the LGBT community due to cultural stereotypes. For example, an adult supporter said that *“men do not take part in the dancing activities by fear of being discriminated and judged.”* During the evaluation only one child (a 15 year old girl from Manizales) included genders other than male and female in her comments. When asked if the participation was sensitive to gender dynamics, she replied, *“very little because it is very infrequent [that] we talk about other genders that are not feminine or masculine.”*

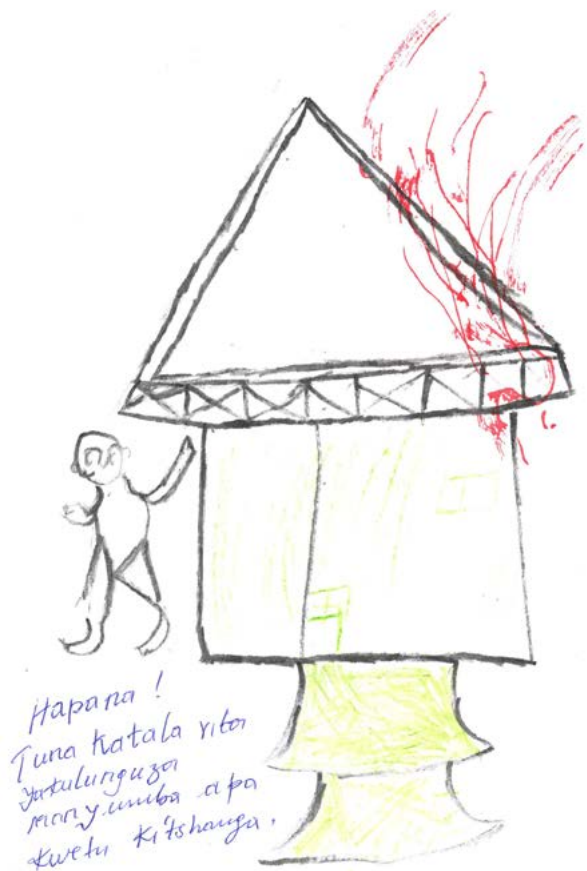
In Nepal children and adolescents from Doti gave a high score of 3, as they described how there was positive thinking towards gender equality, no discrimination based on gender within their peacebuilding initiatives, and that efforts were being made to follow government policies for inclusive participation in their child clubs. However, the majority of child and youth clubs which evaluated the quality of their participation in peacebuilding gave a medium score of 2.

According to youth club members from Mahottari although efforts were made to follow Government norms of having at least 33% female representation, and women were encouraged to participate, they still did not feel that females had sufficient opportunities to express themselves. *“If there is a real necessity then only women and girls were invited to participate,”* clarified a 17 year old female from Mahottari.

Some child club participants from Nawalparasi scored 2, as although they made some explicit efforts to encourage male and female participation in their clubs, and had no gender based discrimination within their club activities, they felt that girls continued to face barriers to participate in club activities due to ongoing gender discrimination in their households and society. Youth from Rolpa also explained that while government policies encouraged gender equality, they were not always effective due to the strength of traditional views and concepts concerning gender. *“Women do not participate because of fear from family members,”* highlighted a 20 year old male. As described earlier, traditional concepts regarding gender roles negatively affect participation opportunities for girls and young women in Nepal. Girls and women have less freedom of mobility, and more limited freedom of expression and participation in decision making processes affecting them. While female participation in child and youth clubs is positively contributing to changes in gender roles and gender inequality, and male

and female children and youth were actively working to prevent and address different forms of gender based violence, ongoing and increased efforts are still needed to support participation that is sensitive to gender dynamics in Nepal.

Participants in Nepal suggested that there should be equal representation and participation of women and girls in clubs and peacebuilding initiatives, and that male and female stakeholders should be well informed on gender equality, so that boys and men can support more equal and active participation of girls and women. Furthermore, ongoing efforts were needed to sensitize parents, and community and religious elders regarding the importance of gender equality and the benefits of female participation. In Colombia the need for increased sensitisation on gender equality was also emphasised to encourage and support more active engagement of men and boys. It was suggested that workshops should be organised on new masculinities to help address gender based stereotypes and discrimination. It was also suggested that cultural, artistic, and sport activities should be prioritised to more effectively involve children and youth of different genders.



A 12 year old boy in DRC drew and wrote, "No! We say no to wars that burn down our houses in Kitchanga."

Principle Five: Participation is Safe and Sensitive to Risks

Careful consideration of the risks associated with participation, a focus on the “best interests” of the child, and protection of children and youth is crucial when supporting child and youth participation in peacebuilding.

In the DRC, a youth representative from Bénénfance explained that they undertake efforts to identify and reduce risks. For example, they inform the local authorities about the planned peacebuilding activities. Similarly child and youth representatives from the PARDE and UJEOPAD described how they applied confidentiality rules to protect their members. In PARDE Children’s Parliament members also received training on how to manage protection issues. When protection concerns were identified members were encouraged to contact relevant government departments, the special police for the protection of children and women, or other relevant organisations.

The findings from Nepal and Colombia revealed that although some efforts were usually made within CYP initiatives to ensure child safeguarding, particularly of younger children, overall there were insufficient efforts to assess and minimise risks associated with child and youth participation in peacebuilding. Furthermore, when protection concerns were identified by children and youth, there was not always adequate follow up by concerned duty bearers. Moreover, in Nepal weaknesses in protection mechanisms and services within communities also made it harder for children and youth to report protection concerns and to access relevant protection services. Furthermore, in the DRC the Country Evaluator reported that *“not all children and youth know where to go in case of a security incident and not all organizations have trained their staff on how to manage security concerns by children and youth.”*

In Colombia, efforts to ensure that children and youth participation was safe and sensitive to risks received one of the lowest scores within each of the CYP initiatives evaluated. Scores between 1 and 2 were given. Young peacebuilders felt that children and youth were not sufficiently prepared to address risks. *“Security in terms of spaces is good, but we are not trained to confront a situation of physical or psychological risk,”* expressed a 15 year old girl from Manizales. Another 14 year old girl from Bogotá further explained that *“risks related to the reactions we should have in situations of emergency are not taken into account.”* Insufficient information sharing and capacity building on protection and security issues, and insufficient follow up to protection concerns raised were highlighted by participants. *“In previous years we were informed about these issues but nothing was concluded”* explained an 11 year old boy from Bogotá. Children and youth from Guamanga underlined that they had either *“never heard about [safety issues]”* or that *“in some occasions we have talked about these issues, but it is not so much about the talking”* – implying that follow up action was not taken. In order to reduce risks young peacebuilders in Colombia emphasised the importance of informing community members about their intended peacebuilding activities, and involving community leaders in processes to identify risks and to develop strategies to minimise risks.

In Nepal the majority of CYP initiatives scored 2, as while there were some efforts to ensure participation that was safe and sensitive to risks, more systematic efforts were needed. It was only children from two child clubs in Doti, and one youth group in Mahottari who gave high scores of 3. *“Secure places were made available so that children and youth could share their ideas and experiences,”* described a 43 year old woman from Mahottari. *“Security is maintained and we are sensitive towards risks”* added a 24 year old male. Some efforts were also made to make the programs child and disabled friendly and to ensure necessary arrangements to reduce risks of different forms of harm.

The majority of participants in Nepal provided a medium score of 2 for efforts made to ensure that participation is safe and sensitive to risks. Socio-traditional attitudes towards children, girls, and women contributed to the risks faced. Girls and young

women mentioned difficulties in organizing programs and feelings of insecurity. Some youth participants from Mahottari and Nawalparasi mentioned that insufficient safety measures were taken, as some young women did not feel secure while going to programs, and in some cases organizers faced higher risks when women participated. Moreover, adult respondents from both Nawalparasi and Mahottari mentioned concerns that there was no assigned focal person to deal with safety and protection issues in their respective programmes and communities, such that children and youth did not know where to report to if they had concerns about their safety or well-being.

To improve participation that is safe and sensitive to risk participants in Nepal emphasised that more systematic efforts were needed to assess and address protection and security risks, with particular attention to challenges facing girls and young women. Participants suggested that there should be assigned protection focal points, and increased information sharing with children and youth about where to report concerns to. The importance of proper planning and good risk management to identify and plan how to minimise risks was also emphasized by participants in both Nepal and Colombia.



Drawing of child and youth peacebuilding by children and youth, Colombia

Principle Six: Investments are made in Intergenerational Partnerships in Young People's Communities

Investment in intergenerational partnerships enables increased understanding of and respect for different perspectives and contributions of children, youth and adults and can contribute to reduced violence (Silva, 2011). As identified in the previous chapter concerning factors which enable or hinder the impact of CYP initiatives, cooperation and collaboration among child and youth peacebuilders and adults enhances the positive impact of CYP initiatives. Thus, it is concerning that this principle received one of the lowest scores for CYP initiatives that were evaluated in Colombia. Furthermore, very mixed scores were made by CYP initiatives in Nepal, with some high scores, some low scores, and many medium scores of 2, indicating while some efforts were made, more systematic efforts were still needed.

The importance of increased efforts to support intergenerational partnerships were emphasised by young peacebuilders and adult supporters in both Nepal and Colombia. In Colombia participants emphasised the imperative to get more support for CYP initiatives

from municipal entities, and to better involve parents. Young peacebuilders in Nepal also emphasised that intergenerational partnerships involving children, youth and the local government authorities helped to ensure that children and youth's recommendations were taken seriously.

Overall, children, youth, and adults in Colombia considered that there was a lack of involvement and interaction with community members and adult agencies. An adolescent from Manizales claimed, *“we all have the tools and skills to participate and interact with adults but we are not provided with spaces and moments to do so.”* In Bogotá, a 17 year old boy explained that, *“we tried building alliances, but they did not consolidate as they should with a proper structure.”* Participants from Armenia, el Carmen de Bolívar and San Onofre underlined that alliances with municipal authorities existed but needed to be improved. An from San Onofre described, *“governmental institutions involve themselves because they are obliged to, not because they wish to.”* Several youth from el Carmen de Bolívar stressed that the municipality *“does not support youth processes,”* and added that, *“the municipality and other organizations do not often support the initiatives.”*

In addition a group of children from Bogotá justified a medium score due to the lack of parents' involvement. They explained that *“sometimes parents have to work and they are not paying attention to children or to the workshops.”* At the school level, a group of adolescents from Manizales claimed that there was no dialogue or interaction with adults. *“We are provided with the tools, we are motivated to participate politically and to talk with adults, but we are not provided with the spaces to interact with them,”* explained a 15 year old girl.

In Nepal youth participants from Rolpa and Doti, and some children and adolescents from Doti provided high scores of 3. Youth in Rolpa described how many activities had been successfully implemented as influential adults worked in collaboration with children and youth. *“Adults and key people in the community have been involved in peacebuilding activities along with youth,”* highlighted a 21 year old male youth.

A medium score of 2 was given by youth from Mahottari, children, adolescents, and youth from Doti, and adults from Mahottari and Nawalparasi. Youth in Mahottari described how older people did not have sufficient trust in youth; and did not always provide the support that youth had requested. Similarly, a 16 year old male from Nawalparasi mentioned that *“there is always anxiety between youth and adults.”* Adult respondents in Mahottari confirmed that was very little intergenerational partnership between youth and adults in their district. A 43 year old woman described, *“we have not promoted youth and child participation in local and national governance or the peacebuilding process.”* Furthermore, despite efforts to promote CFLG in some parts of Nepal, children and youth participants in Nawalparasi did not feel that there were significant investments in intergenerational dialogue. *“There is no mechanism to interlink youth with adults and form an intergenerational partnership”* claimed a 14 year old boy from Nawalparasi. Another 16 year old boy from Nawalparasi emphasized that *“there is no intergenerational investment because the ideas and thoughts of all do not match.”* Adults from Nawalparasi also mentioned that intergenerational partnership were not taking place because of the age gap and different aspirations.

Some children from Doti who gave a low score of 1 claimed that adults did not implement recommendations made by children and women. *“Adults are not taking children seriously”* explained a 15 year old girl. Some children and youth mentioned that there was insufficient funding, sensitisation and training to develop intergenerational partnerships. *“Empowerment of young people is not taking place because sufficient sensitization is not taking place”* highlighted a 14 year old boy from Nawalparasi.

Young peacebuilders and adult supporters in both Colombia and Nepal called for increased investment in intergenerational partnerships with an emphasis on regular and

sustained dialogue and collaborative efforts so that different generations could value each other's perspectives and work together to find positive solutions to challenges faced. Participants in Colombia suggested that there should be more intergenerational dialogues engaging children, youth, and adults from local and national government institutions on peacebuilding and other themes affecting children and youth. Furthermore, young peacebuilders from Nepal emphasised the importance of inclusive participation with increased efforts to reach and engage marginalised children, youth, and adults.

Principle Seven: Participation is Accountable

Participation that is accountable, both in terms of adults giving feedback on how they responded to suggestions from children and youth, and in terms of children and youth representatives' accountability to their peers is important for meaningful participation. Follow up and evaluation of participation processes by sharing and acting upon lessons learned by children, youth, and adults is also important for participation that is accountable.

In the DRC, a youth representative for Bénénfance felt their agency was accountable, as youth shared information with children on the impact of their peacebuilding work. While members of PARDE did not regularly provide feedback to children, representatives from both PARDE and UJEOPAD believed that adults took the priorities and perspectives of children and youth into account when developing their programs.

CYP initiatives in Colombia gave relatively high scores for participation that is accountable, generally scoring between 2 and 3. CYP initiatives in Nepal gave more mixed scores with a few providing high scores of 3, a few providing low scores of 1, and many providing a medium score of 2.

Children and adolescent peacebuilders from Manizales Colombia gave a score of 3 as they felt that their opinions were always taken into account, and they had space to share their own experiences and to listen to their experiences of their peers. Furthermore, they had strategies in place to share their peacebuilding skills with other children in their schools. In Armenia, children and youth highlighted that their activities were led by active children and youth who mentored and encouraged other children to join their peacebuilding activities.

Lower scores of 2 were given by CYP initiatives in some locations of Colombia. For example, in San Onofre it was noted that adults in the community did not take CYP initiatives seriously, particularly as the CYP initiatives were quite new in this area. Furthermore, in Bogotá, two children underlined that there was a lack of responsibility on behalf of children and youth who did not frequently participate in their CYP initiatives.

In Nepal adolescents and adults from CYP initiatives in Doti who provided a score of three emphasised how children and youth were taking responsibility and were being accountable to their peers in the programs that they plan and implement. Across the four districts some children, adolescents, youth and adults gave medium scores of 2. According to some youth in Mahottari youth were not very accountable, as they didn't take sufficient time to share information and feedback with their peers. A 23 year old woman revealed that "*participants are not accountable in any program.*" She felt that people were always in rush and do not stay till the end of program. Thus, although youth, women, and children were physically present in their programs, she did not think that the program was very accountable.

Some youth from Nawalparasi stressed that some adult stakeholders were not accountable. "*Stakeholders were not accountable and some were not even responsive,*"

mentioned a 17 year old boy. Adults from Mahottari who gave a low score of 1 suggested that child and youth participation in peacebuilding was not taken seriously as there had been limited opportunities to involve children and youth in evaluating peacebuilding initiatives.

Some suggestions from young peacebuilders and adult supporters in Nepal to increase accountability included: increased training on accountability so that more children, youth, and adults understand what it is and how to apply it; increased efforts to inform and active engage children and youth in different peacebuilding activities; increased collaboration with other community based organisations and agencies working on peacebuilding in the district; and increased advocacy to the local authorities to give feedback to children and youth. Furthermore, young peacebuilders in Colombia suggested the need for strengthening communication channels to ensure that the results of peacebuilding initiatives were shared with all concerned children, youth and adults.



Drawing of conflict and peace by a 16 year old girl ,Nepal

Principle Eight: Involve Young People in all stages of Peacebuilding and Post-Conflict Programming

Participation tends to be more meaningful when children and youth have opportunities to participate in all stages of programming, from planning to implementation, monitoring, and evaluation; and when they can influence governance processes concerning them (O’Kane, 2013; O’Kane et al., 2013). Results regarding the extent to which children and youth have been involved in all stages of peacebuilding and post conflict programming were mixed in both Colombia and Nepal. Adult supporters in Nepal provided higher scores than child and youth participants. Furthermore, child participants provided low scores of one indicating significantly less efforts to engage children in all stages of peacebuilding and post conflict programming, compared with efforts to engage youth.

In Colombia some child and youth peacebuilders gave scores of 2 to 3 as they felt that they were meaningfully involved in peacebuilding processes, and were having a positive impact. Children and youth from Armenia, Guamanga, Macayepo, and Manizales expressed how they were listened to and supported when proposing and implementing

peacebuilding activities in their schools and communities. A 16 year old girl from Armenia explained, *“as mentors, we help children in a way that they can [themselves] seek solutions.”*

However, some young peacebuilders in Colombia gave lower scores of 1 to 2 as they recognised that wider numbers of children and youth were not always involved in all stages of the programming. Several respondents underlined how a lack of reliability of their peers affects their degree of involvement in all stages, *“we are taken into account in all stages; but sometimes children themselves are not taken into account because of their disobedience and lack of discipline,”* stated a 14 year old girl from Armenia. A few children and youth from Bogotá also recognised limitations in the way that children and youth were being engaged in national level peace talks. A young peacebuilder from Bogotá stated that *“the topic of peacebuilding and post-conflict was only mentioned during a National Meeting, but it was not very well focused.”* Two adolescents from Bogotá added that *“while the [peace talks between the government and the FARC] are taking place, they are not aware that there is more conflict in the neighborhoods.”*

In Nepal, adults from Doti and Nawalparasi gave a good score of 3 as they thought children and youth had been involved in all stages of programming. For example, an adult from Nawalparasi explained, *“while talking about CFLG, attempts were made from all to involve children and youth. Involvement of all was assured for long term sustainability.”*

In one child club in Doti adolescents also gave a high score of 3, as they thought children and youth from various ethnic backgrounds, gender, and age groups had opportunities to get involved in all stages of programs related to peacebuilding. However, other child clubs in Doti and youth clubs in Mahottari, Nawalparasi and Rolpa presented a slightly less positive picture and gave a score of 2. According to youth from Mahottari there was not sufficient awareness raised on peacebuilding matters with youth, and there were insufficient opportunities to listen to and respond to specific concerns of children and youth in peacebuilding. Adults also admitted that youth were not involved in all relevant stages of peacebuilding programming. *“After the peace process and post conflict period there has been attempts made to involve youth in all stages, however adequate participation could not be made,”* emphasised a 64 year old male.

Youth from Rolpa suggested that while some attempts were made to involve children and youth in different stages of peacebuilding programs, some children and youth were less interested or able to participate due to poverty, lack of parental support and other challenges. Youth from Nawalparasi also mentioned that children and youth had not been involved in all stages of post conflict and peacebuilding programs, and that children had less opportunities than youth. Participants described how children and youth were excluded from participating in Local Peace Committees. According to a 14 year old boy from one of the child club, *“there is no compulsory representation of children and youth in the Local Peace Committee.”*

Suggestions from participants in Nepal to increase opportunities for child and youth participation in all stages of peacebuilding were: to organize more discussion forums and training for children and youth on peacebuilding; and to establish legal provisions for child and youth representation in the Local Peace Committees at the VDC, district and central levels. Participants in Colombia also emphasised the importance of more systematic efforts to involve children and youth in planning, monitoring and evaluation processes of the initiatives they participate in.

PART THREE:

Recommendations and conclusions

This final part of the report presents three overarching recommendations concerning child and youth participation in peacebuilding, more specific recommendations for different stakeholders, and conclusions.

Overarching Recommendations Concerning Child and Youth Participation in Peacebuilding

Three thematic recommendations concerning CYP to inform practice and policy developments relating to peacebuilding, and the roles of children and youth are presented:

- 1 Engage children as peacebuilders from a young age to ensure continuity and increased impact.
- 2 Encourage multi-pronged and multi-stakeholder efforts supporting CYP to multiply and amplify peacebuilding impact.
- 3 Engage with children and youth as partners in formal and informal governance and peace structures in a wide range of contexts, not only in contexts affected by armed conflict.

Engage Children as Peacebuilders from a Young Age to Ensure Continuity and Increased Impact

During this evaluation it became evident that many girls and boys who are empowered through their participation and peacebuilding initiatives continue their active engagement in social change and peacebuilding work as youth. Skills and confidence gained as children are transferred and built upon as youth. Our evaluation results also indicate that empowerment and leadership often result from long-term involvement in child participation or peacebuilding initiatives. Several children and youth, particularly in Colombia and Nepal, who were involved in peacebuilding or violence prevention activities for many years became young leaders in their communities and organisations

(see earlier box concerning Johan). In Nepal, for example, the youth organisation JCYCN is one of the members of the Nepal Partnership Steering Group that grew out of Jagriti Child Club Nepal, the first registered child club in Nepal. The majority of youth members in JCYCN are former active child club members.

Leadership skills gained has enabled them to multiply their impact and motivate others to join them in their work. Gaining peacebuilding skills and experience at a younger age allowed for improved application later on. This was a key factor influencing CYP success. Thus, it is crucial to increase investments in peacebuilding work with children and adolescents; and to support and explore the impact of peacebuilding work with children in the early years (International Network on Peace Building with Young Children, 2010).

Child Club Graduates form a Youth Organization, the Story of a 27 year old Male Youth, Kathmandu

I was only 7 years old when I first joined the child club... One and a half years ago together with other child club graduates I was involved in forming an NGO Yuwalya a youth led initiative which works with and for adolescents and youth of Nepal. Our NGO aims to work as a bridge between child club graduates and the Youth Movement in Nepal... As youth we felt we should also invest some of our experiences in the youth movement of our country, as we had so much experiences, knowledge and capacity from our child club experiences. I am leading Yuwalya's work on gender and social inclusion. We are working with boys and young men to raise awareness and provide training through "entertainment" on gender, violence and inclusion issues. We are organising intergenerational dialogue with parents and youth so that they can share with each other and have a better understanding of each other. We are also bringing political parties and youth leaders together for a dialogue to prevent political leaders from mobilising the youth to become involved in violent and negative ways in their political rallies. We have received positive feedback from these types of initiatives.

Encourage Multi-pronged and Multi-stakeholder Efforts Supporting CYP to Multiply and Amplify Peacebuilding Impact

There is no single solution to effectively engaging children and youth as peacebuilders. The 11 factors highlighted in the earlier chapter are key, but they are not a comprehensive list. What did appear clearly across the 3 countries evaluated was that CYP impact was more likely to increase when the right combination of factors were at play. When only one sector, strategy, or stakeholder was engaged to support CYP, challenges were met from other areas. Therefore, cross-sector support for young peacebuilders is recommended in order to maximize peacebuilding impact.

Peacebuilding work is not simple. Complex factors are constantly at play. To achieve sustainable reductions of violence and discrimination, and to build sustainable peace, requires multiple changes in individual attitudes and behaviour, changes in group behaviour, and social norms. Changes in institutional laws and structures, implementation of laws, and good or poor governance process can also enhance or hinder peacebuilding efforts. Therefore, it is perhaps not surprising that single-sector

or single-strategy efforts to support children and youth's peacebuilding and violence reduction efforts are less effective than combined efforts. For example, children and youth in Nepal mentioned that just doing street theatre was not enough to bring about sustainable changes in attitude and behaviour. Similarly, vocational skill training with females did not build peace unless combined with other activities to empower females with information and skills on peacebuilding, conflict management, or leadership training. CYP roadblocks need to be removed and supports developed across diverse sectors to multiply and amplify CYP impact.

Following are a few examples of how CYP impact factors interact to support one another if well addressed, or hinder CYP impact if they are neglected. CYP initiatives may offer children and youth a vision of peace for the future and increase their motivation and commitment to help create that reality. However, if family members are not engaged, they may hinder child and youth participation in peacebuilding activities and discourage their hopes for peace. Conversely, family members can provide critical support to expanding children and youth's participation and capacity. CYP initiatives may address oppressive cultural practices like child marriage. However, if they also help develop related laws and support children and youth in monitoring law enforcement, then each effort reinforces the other and significant impact is more likely.

Comprehensive, and contextually adaptable, multi-pronged, multi-stakeholder initiatives supporting CYP in diverse contexts would help to multiply and amplify impact. Ongoing collaborative efforts and increased investments are encouraged to empower different institutions and stakeholders to work in partnership with children and youth in peacebuilding.

Engage with Children and Youth as Partners in Formal and Informal Governance and Peace Structures in a Wide Range of Contexts, Not Only in Contexts Affected by Armed Conflict.

Children and youth are calling for increased space for representation and meaningful participation in their schools, municipalities, districts, and at national level to better address a range of protection, security and injustice issues affecting them. Global advocacy by children and youth is also underway to advocate for increased space and attention to child and youth concerns and suggestions relating to peace, security, good governance, and other related issues.

Promote CYP in a wide range of contexts, not only in contexts affected by armed conflict. Priorities and perspectives of child and youth peacebuilders in Colombia, DRC, and Nepal illustrate that peacebuilding is not only relevant in contexts affected by armed conflict, post conflict, and insecurity; rather, peacebuilding and conflict management by children and youth is relevant in all contexts. Female and male children and youth have a broader understanding of peacebuilding that focuses on the need to address different types of violence, discrimination, and injustice that affects them in their families, schools, and communities, including domestic violence, gender based violence, early marriage, ethnic discrimination, and disrespect. This finding is reinforced by an earlier study of the role women play in peacebuilding that was undertaken in Afghanistan, Liberia, Nepal, Pakistan, and Sierra Leone (ActionAid et al., 2012), which found that women were more likely than men to adopt a broad definition of peace, including the household level and focused on the attainment of individual rights and freedoms such as education, healthcare, and freedom from violence. In contrast, men had a greater tendency to associate peace with the absence of formal conflict and the stability of formal structures, such as governance and infrastructure.

This evaluation revealed the importance of CYP efforts in diverse contexts, including in high-risk contexts which are affected by armed conflict and insecurity. Particular efforts are still needed to support CYP in high-risk contexts. It is understandable that young people raised in impoverished contexts, with violence being used as a normative response to conflict, would need assistance, (a) envisioning a more peaceful future, and (b) attaining the knowledge, skills, and space to achieve that future through more pro-social means. In addition to receiving peacebuilding support from family members, NGOs, and community, children and youth also need spaces of influence in formal governing institutions and processes.

Engaging multiple sectors to support CYP and to support child and youth participation in cross-sector reforms. From young peacebuilders perspectives the concept and practice of peacebuilding covers a variety of sectors, including education, protection, health, civic participation, and security. This opens up opportunities for more contributions by different sectors to mainstream peacebuilding in their work, and to work in collaborative ways with children and youth to increase awareness and application of peacebuilding, conflict management, and non-violent communication. Young peacebuilders emphasised the importance of values such as inclusion, respect, and accountability.

Nosworthy (2009) has advocated for increased efforts by security sector actors, including law enforcement agencies to engage children and youth in security sector reforms, and he has promoted the importance of rights based approaches supporting children and youth participation in good governance at local, and higher levels. He described,

A key principle of security governance is the notion of ‘local ownership’, which means encouraging dialogue and pro-active engagement, including with children and youth, in the identification and resolution of local security problems. (Nosworthy, 2009, p. 297)

Children and youth have important contributions to make to education sector reforms to ensure that their schools and other educational establishments promote and support inclusion, nonviolence, peacebuilding, and quality education. The importance of integrating peacebuilding into school curricula has been highlighted by participants during this evaluation. Similar arguments apply to other sectors (e.g. social welfare and protection, health, poverty reduction) both for the need to better engage children and youth as partners; and to better integrate strategies and approaches which support peacebuilding.

Engaging in formal structures. Children and youth want to be included in local governance mechanisms and peace structures to increase efforts to address issues affecting them, such as discrimination, gender based violence, exploitation, exclusion, injustice. Gaps in existing legal provisions for child and youth participation in peace processes have been identified (Save the Children, 2013; UNOY Peacebuilders, 2013). Despite some positive changes in social norms and legal provisions regarding child and youth participation in Nepal (Save the Children, 2008; Care Nepal, 2012; Bennett et al., 2012), there are still no legal provisions for child or youth representation and participation in Local Peace Committees (LPC), which have formal mandates to consolidate peace from the community level, to provide a common forum for people to resolve conflicts and disputes locally, and to directly address the impact of conflict (Care Nepal, 2012). Insufficient efforts to recognise and engage children and youth in national peace processes were also identified in earlier research:

Young people were once seen as ‘agents of violence’, and they have yet to be recognized as important actors in the peacebuilding process and as having an active and positive role in redressing violence. Although the youth are urged to act as peacemakers,

they are seldom mentioned in the solutions for the conflict transformation processes (Care Nepal, 2012, p.14).

Lack of inclusion of children and youth and wider civil society organisations in Colombia's formal peace processes was also noted during the evaluation. Child and youth peacebuilders in Colombia placed emphasis for increased participation in decision making and governance processes, to assert their rights, and to increase the impact of their peacebuilding efforts. Expressing the positive impact of her CYP initiative a 16 year old girl from San Onofre, Colombia stated, *"now youth are part of some state entities. Now we youth know where we may file a complaint when our rights are being violated."* Furthermore, global advocacy by children and youth has been undertaken to advocate for a new UN Resolution on Children, Youth, Peace, and Security.

Tensions and risks relating to protection and participation of children and youth engagement with political parties, protest rallies, and other political initiatives.

While encouraging increased engagement of children and youth in governance structures it is evident that there may be risks involved when children and youth engage with politicians who have a variety of ideologies and agendas that may support or hinder human rights. In DRC, concerns regarding the misuse of children in elections were highlighted, as well as concerns that armed groups tried to recruit children and youth. Similar concerns were identified in Nepal. It has been identified that the formation and promotion of 'youth wings' in major political parties in Nepal contributed to youth engagement in politics and in political violence (British Council and AYON, 2011). Concerns arising from the misuse of children by political parties fuelled work on Schools as Zones of Peace which restricted political parties from entering schools and establishing student wings in schools. Furthermore, efforts have been made by child rights agencies (governmental and non-governmental) to restrict children from participating in political rallies and protests in order to protect children. However, as articulated by a 27 male youth from Kathmandu such restrictions also hinder children's civil rights and freedoms:

One challenge is that children under 18 years are not allowed to be involved in any kind of rally. This is a controversial issue especially for adolescents aged 16-18 years, as although the rules were made to protect misuse of children in political rallies, children also have civil rights which should be respected. Recently some children were part of a rally against violence and some activists said they should not be there as they are children. However, the child club members said, "Our child club is a platform for us to enjoy our civil and political rights, we are here for a good cause, and not for political misuse, so we should be allowed to be part of this rally..." It is important to bring children and youth into the political agenda while ensuring there is no misuse of children and youth by political parties.

During this evaluation child and youth participants emphasised the importance of dialogue and support from political leaders in order to effectively address different forms of discrimination, violence and conflict. Furthermore, in recognising that youth and children may opt to engage in politics to address inequalities and frustrations, the importance of engaging with political parties to promote inclusive dialogue and nonviolent forms of protest becomes evident. In recommendations for youth peacebuilding in Nepal, (Bennett et al., 2012, p. 43) suggested, *"working with politically involved youth and politically aware youth has the potential to have some of the largest returns on invested time and money if done properly."* Thus, increased efforts are needed to navigate tensions concerning child and youth protection from and participation in politics, ensuring a focus on informed, voluntary, and safe participation. Increased efforts are needed to share information with children and youth, and existing tools can be more

effectively used by children, youth, and adults to assess and mitigate risks (Save the Children, 2013c).

Envision, equip, and support young citizens for peace to counter violent extremism. It is unfortunate that the tone and content of the “countering violent extremism” conversation is so often focused on stopping young extremists, rather than guiding young people’s passion towards more productive outlets. Children and youth are known for their boundless energy. One is more likely to find success redirecting their energy in positive directions, rather than stopping it.

Most children and youth want to change and improve their environments. They do so primarily by using two things, their resources and their vision for the future. Their resources include their knowledge, skills, relationships, materials, and finances. Their vision for the future includes their values, hopes, and beliefs about what is possible and their ability to influence the future they hope for. When children and youth feel better equipped, to bring about a desired future they are more likely to act. For some this means using peacebuilding resources to increase social cohesion. For others this may mean using violence to attain their desires through destructive means.

Research on youth who received vocational training in Helmand Province in Southern Afghanistan found that, *“respondents with higher personal confidence, more social connections, and who identified as an Afghan before a tribe or religion were more likely to be willing to use violence for a political cause and believe violence was sometimes justified”* (Mercy Corps, 2015). Similar findings were identified in Somalia and Colombia (Mercy Corps, 2015b). It seems these young people felt more resourced to bring the change they desired and they used the tools they had to do so. Another Mercy Corps report found that the main factor related to Kenyan youth’s engagement in violence appeared to be, *“their access to and use of established channels to voice their grievances regarding governance issues”* (2011, p. 6). They were less likely to engage in violence if these channels were available. There were similar findings in Somalia (Mercy Corps, 2013, p. 3). Children and youth do not only need livelihood skills, but also skills for productive peaceful civic engagement, matched with a vision and hope for a peaceful future.

When children and youth in this evaluation were envisioned, resourced, and supported to build peace, their impact appeared more likely to multiply. Children and youth modeled peacebuilding commitment and actions for their peers, who then saw peacebuilding successes. This helped give would-be-peacebuilders a glimpse of what was possible; and if some roadblocks were removed and people and structures supported their peacebuilding involvement, then they were more likely to join other children and youth as active citizens for peace. This then appeared to nurture a cycle of CYP successes.

Recommendations to Key Stakeholders

Recommendations for Political Authorities

Government, political leaders and policy makers at different levels are encouraged to:

- 1.1** Ensure spaces for inclusive and meaningful participation of children and youth in peacebuilding, decision making, and local governance processes, with particular efforts to engage marginalized children and youth (with attention to disability, ethnicity, religion, gender, sexuality, and other factors).
- 1.2** Ensure proper implementation and monitoring of child and youth related laws and policies and increased accountability.

- 1.3** Prioritize CYP in their political agendas and ensure budget allocations for CYP initiatives. Ensure youth livelihood and income generation initiatives are paired with evidence based CYP initiatives.
- 1.4** Promote and apply concepts and practices associated with children, schools, and other spaces as Zones of Peace to protect children, youth, educational establishments, and other designated spaces from violence and exploitation and encourage CYP.
- 1.5** Develop and include peacebuilding curricula in formal and informal educational establishments, and ensure schools have at least one psychologist or child welfare officer.

Recommendation for Agencies Supporting Peacebuilding or Child/ Youth Related Programming

Agencies working on peacebuilding or child/ youth related programs, including local, national, international, UN agencies are encouraged to:

- 2.1** Increase collaboration with and between CYP initiatives and give children and youth authentic voice and vote within institutions, and support their meaningful participation in local and national governance processes.
- 2.2** Apply the Operational Guidelines to implement the Guiding Principles for Young People's Participation in Peacebuilding to increase the quality of CYP initiatives with attention to: do no harm; gender sensitivity; valuing diversity; promoting intergenerational partnerships; and involving young people in all stages of programming. Ensure more systematic risk mitigation planning in collaboration with children and youth to prevent harm and ensure protection.
- 2.3** Support CYP capacity building, including training on conflict analysis and management, peacebuilding, nonviolent communication, child/ women/ human rights, inclusion, leadership skills, networking, project management, fundraising, documentation, monitoring and evaluation.
- 2.4** Support skills training and income generation activities for youth and marginalized families paired with evidence based CYP initiatives.
- 2.5** Increase programmes addressing gender based violence and ensuring gender equality.
- 2.6** Support recreational, cultural, playful, fun, and artistic CYP initiatives to enhance engagement and impact.

Recommendations for Community Members

Community and religious leaders, parents, family members, teachers, and peers are encouraged to:

- 3.1** Encourage and support girls, boys, and female and male youth to participate in peacebuilding, while avoiding coercion; and support CYP initiatives.
- 3.2** Promote peacebuilding, non-violent communication, and gender equality in families, schools, and communities; and stop discrimination on the basis of religion, ethnicity, gender, disability, age, and other factors.
- 3.3** Encourage child and youth participation in school, community based, local, and higher level governance mechanisms; and establish child and youth friendly feedback and complaints systems to more efficiently address their concerns and increase accountability to children and youth.

Recommendations for Child and Youth Peacebuilders

Child and youth peacebuilders are encouraged to:

- 4.1** Maintain perseverance, commitment, and positive attitudes that promote nonviolence and peace in their families, schools, communities, and in wider society.
- 4.2** Engage more female and male children and youth in peacebuilding and participation initiatives, making special efforts to involve: children and youth with disabilities; children and youth who are involved in gangs or political groups; and children and youth from ethnic minorities, the poorest families, and/or those who live in remote areas.
- 4.3** Inform and involve parents, guardians, community and religious leaders in peacebuilding; and promote intergenerational dialogue with adults to foster trust-building, mutual understanding, social cohesion, and collaboration.
- 4.4** Increase risk assessment relating to CYP activities and ensure risk mitigation strategies are in place with decision making that is informed by the principles of “do no harm” and the best interests of the child.
- 4.5** Strengthen networks and strategic alliances with other CYP initiatives, agencies, and peacebuilding actors. Mentor peers and younger children to take on CYP leadership roles that are responsible for multiplying CYP initiatives.

Recommendations for Media

Media journalists using print, television, radio and social media are encouraged to:

- 5.1** Disseminate information on CYP efforts to increase awareness, and avoid showing violence and using media to fuel conflicts among groups.
- 5.2** Develop and disseminate more programs, news, and information for adults and for children about: peacebuilding; gender equality; human rights; good governance; dialogue and nonviolent ways for citizens to resolve conflicts and promote social change.
- 5.3** Support skills training of children and youth to use different forms of media, including social media, as peacebuilding tools; and include “spaces” for child and youth to produce peacebuilding media.

Recommendations for Donors

Donors, including both private and public sector donors are encouraged to:

- 6.1** Promote government and private investments in CYP initiatives and child and youth participation in good governance programmes.
- 6.2** Allocate budgets to support CYP initiatives and long term peacebuilding efforts; and ensure transparent information sharing with children and youth about funding opportunities.
- 6.3** Mainstream peacebuilding, conflict sensitivity, and gender sensitivity when designing strategies and programmes.
- 6.4** Seek out experienced child and youth peacebuilders and adult CYP supporters as advisors when investing in CYP.

Recommendations for Future Research

Longitudinal research and impact studies on child and youth participation in peacebuilding. This evaluation has revealed how empowered children become active youth applying knowledge and skills which are developed and enhanced through their lived peacebuilding experiences. Longitudinal research and impact studies are required

to systematically research, understand, and document CYP to better understand which variables most significantly contribute to developing and sustaining active peacebuilders. Furthermore, increased use of baseline, midline, and endline studies are required to strengthen the CYP evidence base, including increasing understanding of the degree to which different types of CYP inputs impact changes in different types of contexts and the degree to which other variables influence CYP impact.

Comparative analysis between CYP impact in conflict-affected and non-affected contexts. Child and youth peacebuilding is and can be applied in both conflict-affected and in contexts that have not been affected by armed conflict. One of this evaluation's findings is that peacebuilding needs to permeate all levels of society. Children and youth are affected by different forms of violence and conflict in their daily lives in families, schools, communities, workplaces, and in wider society. Children and youth need to be empowered with the knowledge and skills to assert and defend their rights in peaceful ways, to use dialogue and nonviolent communication to prevent and address bullying, domestic violence, discrimination, and sexual and gender based violence. While armed conflicts can increase or worsen the occurrence of such violence, it is imperative to engage children and youth from all contexts in peacebuilding and conflict management processes. A comparative analysis could provide insight into how different contexts influence CYP processes, activities, and their impact.

Impact of peacebuilding initiatives involving younger children. There are increasing efforts to promote peacebuilding through Early Childhood Care and Development (ECCD) initiatives working with parents and guardians of children under the age of 6 years, and with children in their early years (International Network on Peace Building with Young Children, 2010). Furthermore, some agencies are actively encouraging the participation of children under the age of 10 years to introduce and instill peacebuilding values and skills from a young age. Further research should be carried out to explore the impact of peacebuilding initiatives involving younger children.

Conclusions

Children, youth and adult supporters in Colombia, DRC and Nepal have played active and meaningful roles as evaluators and analysts in the 3M evaluation. Their commitment and dedication contributed to the success of the evaluation, to the richness of the data collected, to the analysis, and to the significance and associated meanings of the themes that were identified. Other agencies and institutions are encouraged to support participatory research and evaluations involving children and youth, and to build upon lessons learned. Evaluations should ensure that participatory evaluations are planned with sufficient attention to: time availability of children and youth; capacity building and mentoring; ethical issues including payment and appreciation of LET members; adequate allocation of budget and materials to Local Evaluation Teams; and use of creative and simple participatory evaluation tools, particularly with younger children.

Efforts to map who is doing what and where, were less successful due to technical challenges and delays in the online mapping platform. However, this platform is now available, and readers are encouraged to share and use the mapping platform at www.GPCYP.com/map to contribute data concerning the quantity and quality of CYP work completed at different times in different locations.

From this evaluation clear findings have been presented regarding the quality and impact of CYP, and variables and circumstances influencing the impact. Partnerships

have also been nurtured and collaborative efforts are underway to act upon the evaluation findings at different levels.

Different types of violence, not directly related to the confrontations between armed groups and government forces, are constantly threatening children and young people's rights and integral development. Beyond armed conflicts, children and youth are exposed to multiple forms of direct, cultural and structural violence. Young peacebuilders in Colombia, the DRC, and Nepal have prevented different forms of violence, and have promoted peace and social cohesion through their own clubs, organisations, and movements, as well as through collaborative efforts with adults. Working as active citizens for peace, children and youth have primarily contributed to peacebuilding in their communities, schools, and families. Significant changes were most frequently reported at the individual level with positive changes in children and youth's attitudes and behaviour, which increased their peacebuilding actions, and improved their relationships. Many children and youth involved in peacebuilding underwent significant personal changes and imbibed the value of non-violence. Girls, boys, female and male youth increased their courage, motivation, and skills to prevent and respond to different forms of violence and discrimination, and became role models for others.

Through their peacebuilding efforts, children and youth have contributed to reduced violence, reduced discrimination, and increased peaceful cohabitation. Collaboration and commitment of key adult stakeholders, including local government officials, community and political leaders; as well as persistent sensitisation among parents, and community members were essential to CYP success. In some communities a lack of support from the authorities and other stakeholders significantly hindered CYP impact.

Ongoing and increased efforts are needed to share information about peacebuilding, human rights, and good governance with more children and youth. Furthermore, child and youth peacebuilders need to make increased efforts to ensure gender sensitivity and meaningful engagement of the most marginalised children and youth in their peacebuilding initiatives and organisations. Inclusive approaches are crucial to ensuring children and youth most affected by injustice and violence, have positive channels to defend their rights to protection, justice, and social change. Young peacebuilders are asserting their rights to participation in all governance processes concerning them at all levels, including peace processes. It is crucial that the authorities and adults in different settings recognise and embrace child and youth peacebuilders as genuine partners, so that the impact of their innovations and commitment can have wider impact and contribute to more sustainable peace.

Appendices

Appendix 1

Case Studies

Colombia Case Study One: Children and Youth Peacebuilders – Building Peace in Schools and Communities (Manizales)

For 15 years, the Centre of Advanced Studies in Childhood and Youth, a cooperation between the International Center for Education and Human Development (CINDE) and the University of Manizales, has been implementing the Children and Youth Peacebuilders program in 15 departments of Colombia and in several other Latin American countries, including Nicaragua, Honduras, Uruguay, and the Dominican Republic.

The program has benefitted many communities and over 35.000 children and youth, along with their families.

The main objective of the program, which combines educational development and academic research, is to contribute to peaceful coexistence processes through the building of citizenship, democracy, and peace. The program draws from the voices and viewpoints of children and youth around the experiences affecting peaceful coexistence in their communities and ways in which they believe peace can be achieved. The program is based on a process of transforming attitudes, perceptions, and practices related to developing children and youth's human potential. The idea is to enable children and youth to participate in building political practices oriented to transforming daily life and basic patterns of interaction within their communities.

In Manizales (Department of Caldas), one of the cities where the evaluation was conducted, the program is currently implemented in 10 schools, (seven public and three private) and one project is implemented at the community-level. Currently, children



between 11 and 18 are involved in both the school and community settings. During the evaluation, children between 14 and 17 were involved.

The implementation had three main components: 1) capacity building and mentoring workshops; 2) multiplication and replication of the peacebuilding activities; and 3) school-wide peacebuilding impact. The first two components aimed at strengthening the capacities of the ‘multipliers’ teams. These teams were responsible for replicating activities and leading processes with other students. The third component aimed to expand the project in schools.

Primary peacebuilding activities

In Manizales, child participation in the program took a collaborative approach. Children took leadership roles to increase their learning and carry out peacebuilding activities within their schools and communities. They were actively involved in implementation, monitoring, and evaluation processes. They were also continuously engaged in feedback mechanisms to further improve the quality and impact of the program.

The evaluation involved children (ages 14 to 17 year olds) from four different schools. They identified a number of key strategies and activities that they considered imperative to helping build peace within their schools and communities. The importance of mobilizing schools and communities was highlighted as essential.

Children organized and participated in a set of activities, such as ‘marathon hugs’ and ‘wall of affections.’ By way of words and hugs, these activities provided participants with the opportunity to share their feelings while having a positive effect on others, and generating peace in their schools and communities. One of the program coordinators explained how the ‘wall of affections’ enabled children to mediate and transform conflicts using spoken and written words. Evaluation participants also pointed out another activity called ‘magic swamp’ which encouraged children to collaborate and make ethical decisions. These activities, along with several mobilization activities, were considered to be the most successful and impactful.

An essential part of the program was that several ‘multipliers’ continued to meet on a regular basis to share their experiences, draw inspiration, and acquire new skills. The ‘multipliers’ identified this strategy as a significant way to reach out to more children in their schools and communities. As will be further explained, feedback from participants revealed the extent to which children enjoyed this leadership role.

CYP impact

Children and adolescent peacebuilders from Manizales became more aware and active citizens for peace. They experienced significant impact at the personal level, which resulted in changes in their mindsets, attitudes, and points of view. Their participation in the program helped them recognize their emotional potential and practice daily peacebuilding actions. They emphasized that their personal development, commitment, and collaboration with their peers resulted in increased peaceful coexistence at school and in their families and communities.

“I used to hear about peace and thought it was a lie.” - 15 year old boy.

Understanding peace as a daily process. Children gained understanding of peace as a way of building everyday life. Their perspectives on peace changed significantly. Participation in peacebuilding enabled children to recognize their human potential and how it relates to peacebuilding. One of the program’s chief objectives was to contribute to children’s development of five types of potentials: 1) emotional potential;

2) communicative potential; 3) creative potential to solve conflicts; 4) ethical and moral potential; and 5) political potential (CINDE 2014, p. 6). A 15 year old boy affirmed that he *“gained a more human way of thinking and managed to understand the meaning of peace and peacebuilding. It changed my life emotionally.”* Evaluation participants described the major impact of activities such as the ‘hugs marathon’ and the ‘wall of affections,’ in which students and community-members felt free to express their feelings, recognize their emotional potential, and understand the central role of such potential in peacebuilding. Overall, participant responses revealed that children understood that peace is a daily responsibility that starts at the individual level and permeates all aspects of their daily lives.

Respecting others. Children valued the opinions of others and increasingly learned to respect them. Listening to their peers and respecting their views were identified as crucial outcomes. A 14 year old girl stated that, before, she *“did not listen [to others] because what they said did not seem important to me.”* As will be further illustrated, respectful communication was pinpointed as an essential factor in the promotion of peace and increase of peaceful coexistence.

Increased self-confidence and self-esteem. Participants professed that they managed to reduce shyness and learned to relate better to others. While shyness is neither a positive or negative personal trait, children recognized that they overcame significant communication barriers. Opening themselves up to others and participating in different activities increased their self-confidence and self-esteem. Children were encouraged to reproduce their experiences with other children and groups in their schools and in their communities. This often entailed talking in public. Children considered these leadership roles as a major added-value of the program. They appeared in front of their peers as leaders of processes that generate positive transformation in schools and in communities.

Developing greater responsibility and commitment in children. Responsibility at school was also identified as a significant output. Children expressed that they attached more importance to their school duties and performances. *“I started doing my homework and become more responsible every day,”* illustrated a 14 year old girl. Participating actively and continuously was noted as a key impact. Responses revealed children’s commitment to engaging and reaching out to more people; as well as to improving their own skills so they could more efficiently promote peace in their schools and communities. For example, a 15 year old boy described his commitment to *“introduce and inform about the program; as many people have heard or talk about it but do not know the program and its proposals.”*

Spreading peaceful coexistence. Children’s attitudes, knowledge, and actions contributed to increased peaceful coexistence, primarily at school, in the community and in their families. Children specifically emphasized that respectful communication was a key factor in increasing peaceful coexistence. As an example, a 14 year old boy stated that he *“used to communicate with my friends or enemies by shouting or fighting.”* Using proper vocabulary and dialogue significantly decreased conflicts in schools and communities. At the family level, respectful attitudes improved relationships between children and their relatives.

Expressing their feelings contributed to peaceful coexistence between children. Two 14 year old girls illustrated how their participation in the program helped them to recognize their own feelings and how this positively affected their relationships with others. When asked about how these changes contributed to peacebuilding, they stated that *“now I do not feel so much resentment towards them [friends and classmates], now I increasingly show my affection and express my feelings,”* and *“I used to have a lot of*

resentment against others, I did not show them affection as I did not feel anything for them, not even friendship.”



Overall, participants in the program stressed that all of the outcomes described above significantly increased peaceful coexistence in their schools, families and communities. While the program was primarily implemented in school settings, meaningful impact was also seen at the community and family levels. Expanding and implementing strategies in the streets of Manizales considerably helped children to promote a culture of peace. Putting their skills and experiences into action contributed to improved relationships at the family level. In essence, children became more active, more aware and more committed to peace.

Factors influencing CYP impact

Based on the outcome of the FGDs and interviews that took place in Manizales, four factors that influenced CYP impact were identified. Participants' views elucidated how these factors could have both positive and negative influences.

Children and youths' attitudes, motivation, and commitment. Several factors were distinguished as key to determining success, including teamwork, effective communication, having children as good role models, and the responsibility and commitment of individuals. The involvement of other children from the schools and communities increased the impact of program activities.

Dedicating their efforts to building peace and fully engaging themselves in the organization and the implementation of activities were described as key success factors. For example, a 15 year old girl described how the success of activities was *“mainly due to the willingness of the people we work with and the efficient planning on our behalf.”* Cooperation among children was highlighted as a major success. Several participants emphasized the positive results of effective planning and coordination, as well as the positive attitude of peacebuilders. For example, two 15 year old girls talked about the effectiveness of the activities, stressing the *“commitment and trust between the multipliers [organizers] and the students,”* and *“commitment and coordination in order to avoid disarray among us, the peacebuilders.”*

The lack of commitment and involvement of other children, youth, and community members significantly hindered impact. Children pointed out that the lack of participation and interaction during the activities was a major challenge. *“The challenge was that they did not participate or did not interact with one another,”* explained a 16 year old girl. *“They would not pay attention,”* added a 15 year old girl, when describing how the lack of commitment from participants considerably hindered the impact of peacebuilding activities.

Self-confidence, respect, and trust between the multipliers and program participants contributed to success. Children conveyed that confidence to talk in public, as well as safe spaces for participants to express their feelings, resulted in an increased positive impact. Conversely, children’s shyness, unwillingness to express feelings, fear to interact with others and lack of self-confidence deterred impact. As an example, a 15 year old girl explained that *“the challenges and difficulties to carry out the activity were shyness and fear to fail and express feelings that others were maybe not interested in hearing.”* A 15 year old boy noted the *“fear to become acquainted and cohabit with new people,”* as a major challenge.

Children and youths’ capacity, knowledge, skills and experiences. Acquiring facilitation and life skills affected the success or limitations of the program. Children considered their ability to lead activities and solve problems as a success of the program. Their facilitation skills enabled them to effectively conduct and multiply peacebuilding activities in their schools and communities, involving both peers and strangers.

Several participants recognized that having to communicate their knowledge and convince others of the positive impact of their work was a major challenge they faced. A 15 year old girl explained what a challenge it was to *“communicate our knowledge to others in an appropriate way so that they obtain a clear idea of the objective of the activity.”* Interaction with other children and community members can be hindered by participants’ lack of interaction and of a clear understanding of the activities’ purposes. Given these points, children emphasized the difficulty of convincing their peers of the importance and benefits of building peace and participating in their activities.



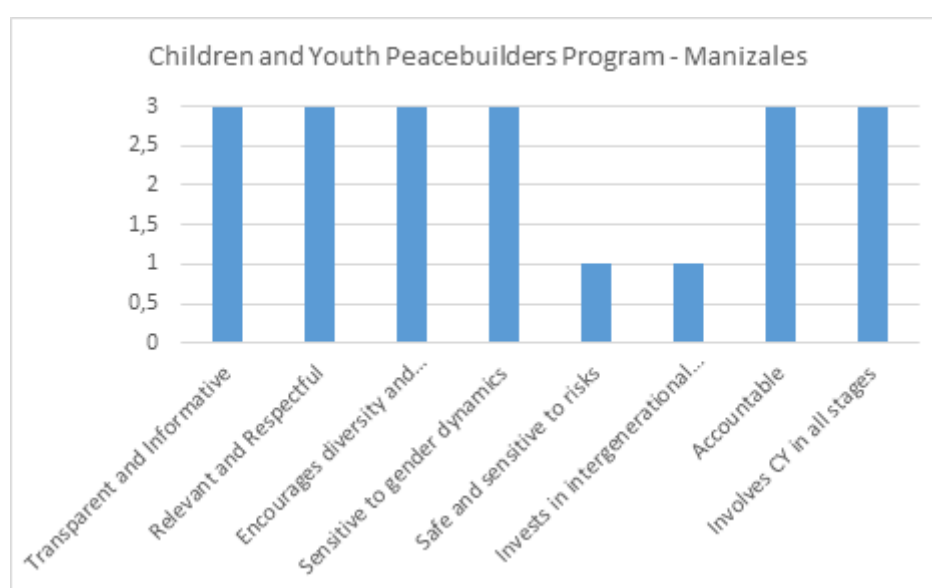
Awareness raising and sensitization among children and community members. Bringing together students from different courses and schools increased peaceful coexistence and raised awareness on key topics such as citizenship and nonviolent alternatives to conflict. Children stressed that involving a wider variety of individuals and groups made activities more successful. Interaction between children, youth, and community members also had a positive influence. *“We interacted with the other*

peacebuilders and with other schools that we do not get along with,” explained a 16 year old girl.

Children recognized that the implementation of activities in public spaces was an effective and creative way to increase community impact. Altogether, recreational and didactical strategies were identified as successful approaches to effectively conveying their messages and engaging students and community members in peacebuilding.

Stakeholder motivation and support. During an interview with the program’s coordination team, it was acknowledged that increasing support from the educational community was critical. Involving them more significantly in the peacebuilding process was a challenge. Developing partnerships and networking was recognized as an enabling factor to increase impact. Efforts to secure continuity, sustainability and funding can be enhanced through increased engagement from critical stakeholders.

FIGURE: Quality scores agreed during Pots and Stones FGDs.



0 = Principle is not met

1 = Some awareness, but the principle is not really reflected in practice

2 = Some efforts made to address the principle, but not full efforts

3 = The principle is fully understood, implemented and monitored

As shown in the above figure, most principles¹⁶ scored highly. However, principles 5 and 6 received low scores. The following section will provide a brief overview of the main opinions shared by children, justifying the high scores of principles 1-4 and 7-8. Similarly, an analysis of the low scores of principles 5 and 6 will be discussed.

The high scores of principles 1-4 and 7-8 were justified as follows. Transparent and clear information was provided to children. Respect was reflected in the way children were treated. Additionally, participants acknowledged never being forced to participate during the activities. The program was considered to be inclusive, primarily because children learned to respect diversity during different workshops and activities. Children

16 See appendix 3 for a detailed description of the quality principles identified by the GPCYP.

added that everyone was welcome to participate in peacebuilding activities. Gender equality was promoted in all activities and workshops. There was never any type of discrimination, including gender-based discrimination. Children's opinions were always acknowledged and respected, regardless of their gender identity. Children expressed that their suggestions and views to improve the program and activities were always taken into account. Similarly, they highlighted that the program coordinators were always sharing key information about the program and listening to their feedback. Lastly, evaluation participants expressed their satisfaction regarding their level of involvement and leadership within the program. They explained that their role as multipliers evidenced their high level of commitment.

To substantiate the low score (1) assigned to principle 5, all participants explained that they were not prepared and trained to react in an emergency situation, be it a natural disaster or any other dangerous situation. Interestingly enough, program coordinators also assigned a low score to this principle and acknowledged that improvements needed to be made in this area. The section on recommendations will provide some of the participants' views on how to improve this indicator.

Principle 6 also received a low score (1), as children stressed that no opportunities were available to interact with adults. While they agreed that they were provided with useful tools and skills to increase peaceful coexistence and reduce conflicts with both young people and adults, they insisted that they never had the opportunity to put these learnings into practice with adults. The next section will present some key recommendations formulated to increase intergenerational dialogue and interaction.

Recommendations and conclusions

The Child and Youth Peacebuilders program demonstrated the significant impacts of school-based peacebuilding initiatives. Mentoring, training, and engaging students resulted in great impact in both schools and communities. The program participants were considerably empowered and became increasingly committed to promote a culture of peace in their daily lives. To wage peace more effectively, children and youth made the following recommendations:

- Conduct activities more frequently, particularly the most successful ones
- Integrate more participants during the activities
- Expand the program to new communities and schools, including those more affected by violence
- Receive more support from teachers and involve them in the activities
- Maintain CY perseverance and commitment
- Increase intergenerational partnerships by involving teachers, parents, and other community members

Colombia Case Study Two: Youth Provoking Peace (JOPPAZ) – A youth-led movement reconciling communities

Youth Provoking Peace (Jóvenes Provocadores de Paz – JOPPAZ) is a youth-led movement aiming to organize, integrate and reconcile the youth of the *High Mountain* (Alta Montaña), a predominantly peasant region that has been highly affected in the past by armed conflict and the presence of different armed actors. Guerrilla groups, paramilitaries, criminal organizations, and the absence of State assistance contributed to dramatic impoverishment, as well as the economic and social exclusion of the region (JOPPAZ, 2013).



In April 2013, rural communities from the High Mountain conducted a peaceful three-day march, gathering more than 1,000 participants that walked towards the city of Cartagena. They demanded the fulfilment of their social and economic rights, integral reparation, subsidies to avocado growers and technical assistance in agricultural practices. The march was organized by the Movimiento Pacifico de la Alta Montaña (Pacific Movement of the High Mountain), a movement of peasants and victims established in 2012, and supported by Sembrando Paz, a steering team member of the Colombia Partnership for Children and Youth in Peacebuilding and supporter of the Youth Provoking Peace movement (Movimiento Pacifico de la Alta Montaña, 2013, p. 1-6).

JOPPAZ started in 2013 as a result of the massive youth participation during the march. The coordinators of the Movement identified a strong need to listen to the voices of the region's youth. The movement is now composed of more than 600 youths from 52 different villages. They develop processes of reconciliation and sensitization within the different communities. Environmental protection is a central pillar of the movement, in a region that is greatly impacted by environmental hazards and degradation, including drought and land burning practices.

Description of main peacebuilding activities

Awareness, sensitization, and campaigns. Events and activities were organized by youth at the community level to sensitize the population about the importance of respecting women and to stop the pollution of water sources and the cutting down of trees, etc.

Capacity building and trainings were conducted in the areas of leadership, environmental protection, non-violence and general professional development. The youth promoted the participation of young people in public and political spaces. Several training components focused on teaching youth to use their voice and to advocate for their rights.

Reconciliation and integration. Efforts for reconciliation and integration between communities were pursued, including cultural and recreational activities that were organized to facilitate bonding between different communities. Reconciliation was a primary objective and was achieved by bringing together communities that, in the past, have been separated by violence and armed conflict.

Mentoring. Each district or village had a youth representative in the coordinating committee of JOPPAZ. He or she assumed a mentoring role among youth in their communities, to train them and disseminate network information.

CYP Impact

Change in mindset and increased self-confidence. Youth emphasized changes experienced at the individual level. Increased self-confidence, respect and care for others were major outcomes.

Increased self-confidence enabled young people to improve relationships at the community and family levels. *“Now I speak without fear with my friends and parents, and I speak with more confidence,”* illustrated a 15 year old girl from Guamanga. They validated that they understood that respectful communication and consideration for others reduces conflicts. A 19 year old girl from Guamanga explained that *“[Now] I am sweet, kind and I love people. I do not hate anyone.”*

Youth also became more comfortable in expressing their feelings. Less distress in expressing their ideas and feelings allowed them to interact with and learn from others, as well as raise their voices in their communities. Acknowledging their feelings resulted in increased consideration and respect for others. *“Before, I was not cautious when talking to others; everything was negative,”* stated a 20 year old male from Bajo Grande.

Individual commitment and personal development. Young people’s understanding of peace changed. They valued the work and the potential of youth to bring about positive changes in their communities. Their participation in peacebuilding raised awareness of their important role as agents of change. Young leaders of JOPPAZ stressed that youth became more responsible towards their communities. They gained understanding that change was possible and that they could play a crucial role in promoting it. As a result, several of the youth involved themselves in local political spaces to advocate for the rights of young people.

Commitment was reflected in their participation in all activities. They organized and participated in activities in their own villages, as well as in other communities. The topography of the region, characterized by extended rural and mountainous areas, often meant long walks or ‘chalupa’ (longboat) journeys. *“Now, we do not care where the meetings take place. We reach the venues even if we have to walk, because we are interested in receiving the information they give us,”* explained an 18 year old female from Bajo Grande.

Their personal changes resulted in stronger commitment to help others and to transform their communities. Several participants expressed that their participation motivated them to further contribute to peacebuilding by recruiting more youth into the initiative and to participate in political spaces. Young people’s motivation was also reflected in their increased efforts in their search for academic and professional opportunities. A 20 year old female from Bajo Grande described the impact that her involvement in peacebuilding had on her: *“Now I am a responsible girl with the desire to help and support my community and family.”*

Acquired knowledge and skills. Significant knowledge and skills in the areas of human rights, environmental protection, women’s rights and leadership were offered to young people across the High Mountain region. These skills enabled them to more effectively advocate and protect the environment and human rights. Leadership was mentioned as the most important skill acquired. It resulted in concrete actions undertaken in their communities, and in the entire region, to unite neighborhoods and increase peaceful coexistence.

Increased peaceful cohabitation and reduced conflicts. Commitment and leadership “enabled young people to organize themselves and promote values to reduce violence,” affirmed a 32 year old female from Macayepo. Peaceful coexistence was not only reflected within communities, but also between communities. As will be shown in the next section, the reduction of armed conflict violence opened a space for interaction between communities. JOPPAZ implemented cultural events and campaigns to bring together community members and enhance reconciliation. Youth concluded that peaceful coexistence continued to increase as a result of their ongoing visits and activities in the different neighborhoods. Walking without fear to other areas was considered to be a significantly positive outcome and proof that peace was possible.

Conflict between young people decreased. Participants pointed out that respectful communication and dialogue were key strategies to solve conflicts in a peaceful way. Violence was considered useless and interacting with others became increasingly valued.

Factors hindering or enabling impact of CYP initiatives

Based on FGD results and interviews conducted with Youth Provoking Peace, five factors influencing CYP impact were identified. The views of participants revealed that these factors can have both a positive or negative impact on outcomes.

Young people’s attitudes, motivation, and commitment. Young people’s commitment and responsibility was essential to the success of JOPPAZ. Teamwork and discipline resulted in more effective implementation of peacebuilding activities at the community level. Many participants pointed out that their respectful attitudes and willingness to tolerate others were also important factors that contributed to success. “*Respect, tolerating cultural exchanges and love,*” were illustrated as enabling factors by an 18 year old female from Bajo Grande. Many of the activities undertaken by Youth Provoking Peace incorporated different communities that used to suffer from intolerance, fear and violence. Participants determined that unwelcoming attitudes were hindering factors at the time of organizing such events.

The lack of motivation and commitment of young people resulted in decreased impact. One of the initiative’s coordinators explained that, at times, it was a challenge to motivate youth. Convincing them that their involvement in peacebuilding would be meaningful was pointed out as a challenge. Several participants stressed that uniting youth from different communities was crucial in successfully increasing peaceful coexistence. But, as illustrated by a 19 year old female from Macayepo, “*Convincing youth to participate and support us*” was not easy.

Mobilizing communities through culture and sports. The High Mountain region used to be characterized by high levels of violence and stigmatization between communities. The lack of trust between the different communities, due to the presence of armed actors and violent groups, had generated both direct and stigma-based violence in the region. The reduction of violence in the region, to some extent, helped reduce stigma and allowed people to be mobile within the region. Youth from the region emphasized how cultural integration activities helped community members regain trust and increased visits between communities without experiencing fear. “*I am not afraid anymore to walk to other areas, I go to meetings in other communities and villages,*” explained a 17 year old girl from Guamanga.

“We think differently. At the time of violence, we used to run when helicopters were flying over our heads, we could not walk by night, now all is different.” – Youth Peace Provoker from Guamanga

A chief objective of JOPPAZ was to recover the regional traditional and cultural heritage which was lost due to the armed conflict. Violence and displacement prevented communities from celebrating and honoring their traditions. Sports and dance were recognized as important enabling factors to help reunite and reconcile communities. *“Some youth are uniting with other communities to rebuild trust through sport,”* illustrated a 22 year old female from Macayepo. The integration of different communities was a key factor in increasing peaceful coexistence.



*Traditional dance from afro-descendants communities performed in Bajo Grande.
Photo by Molly Morrill*

Skills and experiences strengthened CYP. Leadership, project management and environmental protection skills significantly increased CYP impact. Similarly, participants emphasized that visiting and collaborating with other peacebuilding initiatives inspired them and equipped them with new skills and ideas to implement in their contexts.

Leadership skills offered young people the abilities to train other youth, advocate at the local municipal level and act as role models. During some special activities, youth were asked to come up with proposals for projects that could be recognized and supported by their communities. Training was provided to help design such projects. Participants distinguished this as a prominent success factor that enabled them to put in practice what they learned.

Several of the youth had the opportunity to travel to Soacha, near Bogota, to learn from another peacebuilding initiative. This was part of an organized exchange between the two initiatives, in which participants would visit and learn from each other. This exchange was determined to be essential in enabling young people to increase their motivation and commitment to further peacebuilding in their communities. Youth expressed that they were inspired to replicate activities and strategies they had observed during this exchange experience.

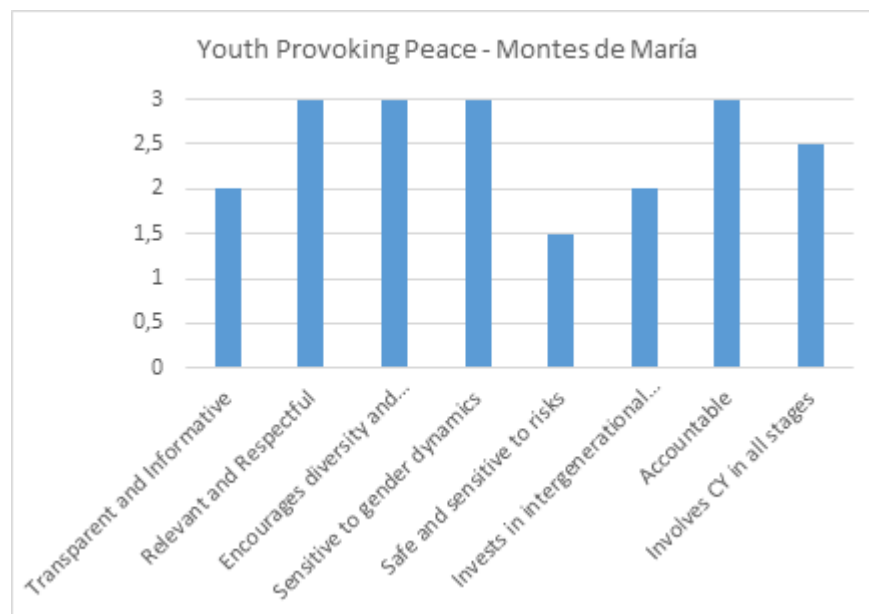
Insufficient logistical support to CYP initiatives. *“Sustaining a youth-led movement that receives little support from organizations and authorities is a challenge,”* underlined one of the

movement's coordinators. The lack of support resulted in decreased motivation, as youth sometimes doubted the long-term sustainability of their projects.

A 20 year old male from Macayepo argued that, "*Securing funds for logistics and transport for the different communities*" was limited and prevented many people from participating, which deterred effective community integration.

CYP Quality

FIGURE: Quality scores¹⁷ agreed during Pots and Stones FGDs.



0 = Principle is not met

1 = Some awareness, but the principle is not really reflected in practice

2 = Some efforts made to address the principle, but not full efforts

3 = The principle is fully understood, implemented and monitored

Principle 1 received positive feedback. Youth reported that they were provided with transparent and timely information. However, several participants underlined that they lacked information, likely due to their lack of regular participation in program activities.

Regarding principle 2, two main elements were identified as decisive to ensuring quality. Firstly, participants affirmed that their participation was always voluntary and they were never pressured to take part in activities, campaigns, or events. Secondly, it was acknowledged that the schedule of young people was taken into account when organizing activities.

Similar to the previous case study, participants agreed that everyone was welcome to engage in the movement and participate during activities. They affirmed that there was no discrimination whatsoever. Participants noted that diversity was appreciated, valued and promoted in JOPPAZ.

¹⁷ See appendix 3 for a detailed description of the quality principles identified by the GPCYP.

Youth Provoking Peace considered themselves, and their initiative, to be gender inclusive. In the same way as the score of principle 3 was justified, participants affirmed that everyone was welcome regardless of their gender. A 16 year old boy explained that, *“Everybody has the right to participate in the activities, no matter if they are boys, youth, adults, transsexuals, etc. We all have rights!”*

Principle 5 received the lowest score of all eight principles. Most participants affirmed that they had never been informed or prepared to confront insecure situations. Without being precise as to the types of risks they could be exposed to, youth recognized that necessary measures to avoid risks were not taken.

Intergenerational dialogue increased due to JOPPAZ’s cooperation with the Municipal Action Councils, which are independent local associations formed by communities to promote citizens participation and promote awareness of local needs. Additionally, several participants from Guamanga argued that support from parents had been significant and very helpful in motivating children and youth to take part in activities and promote peace in their communities. Conversely, the lack of community involvement was identified as a weakness and hurdle to intergenerational dialogue.

Principle 7 scored high because of the significant support received from parents and young leaders. In both Macayepo and Guamanga, participants underlined the crucial support of their parents who motivated them to take part in the activities. At the community level, effective communication channels were considered essential to the success of events.

Ownership and leadership enabled young people to take the lead in their communities and to organize activities. Most participants expressed their satisfaction as to the level of support they received to help ensure that they could carry out activities. However, one participant from Guamanga explained that activities organized at the school level were challenged by the fact that young people’s opinions and views were not always taken into account. Community support was identified as crucial and participants recognized that most activities were supported by community members. Very little interaction or support from local authorities was received since the creation of JOPPAZ in 2013.

Recommendations and conclusions

Youth Provoking Peace illustrates the power of young people to reconcile communities, protect the environment, contribute to the development of their communities, and advocate for their rights. It demonstrates how youth can join efforts to increase peaceful coexistence and transform regions that have been historically affected by war and violence. Throughout the evaluation, youth recognized that efforts were needed to improve this “new” movement (2013) and engage young people more effectively in peacebuilding. They considered it crucial to:

- Involve additional youth in the movement
- Maintain their commitment and participate more frequently in the activities
- Involve local authorities in their peacebuilding processes
- Get more support from local authorities
- Improve communication channels within the movement
- Better engage communities and integrate them in the activities

Colombia Case Study Three: National Movement of Children, Adolescents, and Youth Peacebuilders

The National Movement of Children, Adolescents, and Youth Peacebuilders emerged in 1996 as a result of a national initiative created by several national and international organizations and agencies. When the initiative ended in 2000, World Vision International Colombia Office, a country steering team member of the Colombia partnership, decided to continue supporting the movement which is now active in 15 cities across the country, involving more than 10,500 children, adolescents, and youth. It is a sociopolitical movement aiming at contributing to building a culture of peace and non-violence, mobilizing populations in their fight for peace, acknowledging children, adolescents, and youth as legitimate social actors, and guaranteeing the implementation of the Convention on the Rights of the Child, and other national and international treaties promoting the rights of children, adolescents, and youth. To do so, they advocate at community, family, school, political, local, national, and international levels. They promote child and youth participation as indispensable elements in human transformative processes and sustainable development of their communities. With the support of World Vision International Colombia Office, the different local branches of the Movement coordinate their work at the national level and unite their efforts to more effectively advocate for their rights and strengthen the Movement's impact and quality. During the 3M evaluation, children, adolescents, youth, and adults from Armenia, Bogotá/Soacha, and Cali actively participated in the process. While they belong to the same Movement and implement similar activities and campaigns, each local branch of the Movement experiences different processes and results.



Description of main peacebuilding activities

Children and youth collaborate significantly in program implementation, monitoring, and evaluation. While the project as a whole was designed at the organizational level, feedbacks from children, young people, local partners, and communities is always taken into consideration to improve project implementation.

Evaluation participants identified different categories of activities they considered essential to promote and protect child and youth rights, and to build peace in their communities, families, schools, and in the Colombian society as whole.

Mobilizations and campaigns--such as Peace marches, awareness campaigns on violence against children, solidarity actions against hunger and child malnutrition, school and community-based awareness campaigns on environmental protection, and child and youth rights, among others.

Capacity building and trainings--on child rights and other child and youth related legal frameworks, trainings on mentoring and leadership, and capacity building on advocacy strategies.

Local, departmental and national political advocacy--including their participation in Municipal Youth Councils and Student Councils; their partnerships with local, regional, national and international institutions and organizations to help promote child and youth rights; their participation in governmental events; and their advocacy strategies targeting local and national policy makers; among others.

Community integration-- gathering communities and promoting peaceful coexistence by organizing cultural and recreational activities, environmental campaigns, and marches against violence, among others.

CYP Impact

Children, adolescents, and youth from both Armenia and Bogotá-Soacha experienced similar changes and impacts at the individual, community, family, and school levels. Individual changes were very similar between both districts. Concrete individual and collective actions to build peace varied as the issues addressed by the movement in each district were different. Significant skills and knowledge were acquired in both districts which results in a substantial impact.

Some of the main changes that they have experienced include heightened self-confidence and self-esteem, improved relationships, reduced shyness, greater respect towards others, and increased commitment and responsibility. Improved peaceful coexistence was identified as a key impact resulting from young people's respectful attitudes and stronger community bonds.

Change in mindset and increased self-confidence. The majority of participants mentioned increased self-confidence as a key impact. In both districts, it was acknowledged that workshops and public events enabled children, adolescents, and youth to overcome communication barriers and be better at expressing themselves in front of others. A 16 year old girl from Armenia explained that, *"my self-esteem was based on shyness and I changed it to courage."* A 37 year old woman from Bogotá added that, *"shyness disappeared from [children], now they increasingly interact with each other."* Children and adolescents pointed out that shyness prevented them from relating to others and from enhancing their peacebuilding skills.

"We generate changes in attitudes and behaviors," affirmed a 23 year old female from Armenia. These pivotal changes resulted in improved social relationships. Young people valued interaction with others. *"I am more sociable with the people surrounding me,"* stated an 18 year old male from Armenia. Interpersonal relationships increased peaceful coexistence in schools and communities. *"During meetings, we managed to mix with others and learn from children coming from different neighborhoods,"* illustrated a 12 year old girl from Soacha.

Mutual respect improved relationships at the community, school, and family levels. Respecting their peers by using proper words and dialogue instead of fighting was a key impact. *"I used to fight for everything, I was rude and a liar, and unpleasant,"* illustrated a 10 year old girl from Bogotá. Evaluation results revealed how participating in peacebuilding activities transformed young people. Their views indicate how individual transformations translated into daily peacebuilding actions such as respectful communication, reconciliation, and care about others.

Individual commitment. Young people's increased commitment was a direct result of their involvement in peacebuilding. In their daily lives, they became more committed peacebuilders as well as more responsible with their schools duties and their use of free time.

As peacebuilders, they underlined that they became more motivated and passionate about helping others and contributing positively to their communities. For example, two adolescents from Bogotá and Armenia illustrated key changes they experienced, stating *“love for what I do, motivation to help others”* and ***“I have now the leadership capacity and I can become a mentor and guide children in the community.”*** The Movement enabled participants to become leaders within their communities and groups, and to conduct activities and workshops with their peers. They expressed that they gained a sense of commitment and motivation to increasingly participate in peacebuilding activities and disseminate their knowledge and passion within their circle of influence. *“Helping others to change,”* described a 10 year old girl as her commitment to build peace.

Responsibility was identified as a key impact. Their participation in peacebuilding encouraged them to better use their free time and, most importantly, distance themselves from harmful activities. ***“Since I started being part of the Movement, I learnt to use my free time in thing that are truly important to me and not in harmful activities,”*** illustrated a 17 year old adolescent from Armenia. At the school level, participants emphasized that they became more responsible with their homework.

Environmental protection was constantly mentioned by children from Soacha. As will be explained in the next section, they acquired key learnings and skills to effectively protect the environment and mobilize community members. Their formation in this area resulted in greater commitment to undertake daily actions to protect the environment and convince others to do so.

Acquired knowledge and skills. Trainings on child and youth-related laws, facilitation skills, and technical abilities in environmental protection significantly improved the impact of peacebuilders.

In Armenia, several participants explained that they had gained legal knowledge on child rights which enabled them to more effectively advocate at the community and political level. They stressed that these trainings were conducted by their peers and that they were now also equipped to disseminate information to others.

In Soacha, participants highlighted skills acquired to take action and promote environmental protection. They added that such trainings enabled them to effectively *“raise awareness on the use of our natural resources,”* stressed a 12 year old girl.



In Armenia, facilitation skills were crucial to enable young peacebuilders to lead activities, disseminate learnings, entertain children, and motivate others to join the movement. They emphasized that using recreational activities was the most effective strategy to promote peacebuilding and convey powerful messages. A 15 year old boy explained that recreational activities “*accelerated learning and its impact.*”

Increased peaceful coexistence and reduced conflicts. Conflict reduction was experienced at the family and community level. Respectful communication, dialogue, and decreased aggressiveness enabled young people to better relate with others and find peaceful strategies to reduce conflict. Family relationships improved as a result of the “*strengthening of emotional bonds between family members,*” explained a 19 year old male from Armenia. “*I used to fight a lot with my sister and but not anymore,*” added an 11 year old boy from Soacha. Nurturing the value of respect during the Movement’s activities raised awareness among children and adolescents of the importance of respecting others.

At the community level, several participants from both districts expressed that they used to be violent and aggressive towards others. Changes in mindset and attitudes helped them improve their relationships with other children and youth.

In Armenia, the peacebuilders conveyed that community mobilization and campaigns brought together individuals and groups from different neighborhoods, contributing to peaceful coexistence. “*The success was that we managed to connect children, youth, and adults because the activities enabled uniting people regardless of their age and gender, and it also enabled changing people’s perceptions about their neighborhoods*” illustrated a 24 year old male from Armenia. The next section on key factors influencing impact will provide more notions on how community mobilizations and gatherings were crucial catalysts to increase peaceful coexistence.

Factors influencing CYP impact

Based on the FGD’s results and interviews, four factors influencing CYP impact were identified. Participants’ views elucidated how factors can sometimes influence impact in both positive and negative ways.

Child and youths’ attitudes, motivation, and commitment. Children and young people’s attitudes, commitment, and motivation considerably increased impact. Ongoing participation was considered a relevant factor. Participants identified that the success of their activities highly depended on the degree of their involvement, and that of their peers. In this respect, teamwork was crucial to effectively attract participants from different communities.

Motivating others to participate regularly was seen as a challenge in Bogotá. An 18 year old girl from Bogotá described how “*managing to convince children to participate took constant efforts.*” Child and youth peacebuilders described some of their efforts to organize more appealing activities and to use better communication strategies as a tactic to attract new participants and increase impact at the community level.

Dedicating their efforts to build peace and fully engage themselves in the organization, and the implementation of activities were described as key success factor by children and youth. For example a 17 year old girl from Armenia described that, “*we dedicate a lot of time to plan and study the issues we discuss [with children and youth].*”

Evaluation participants recounted how their own attitudes and those of their peers could also undermine peacebuilding activities. Shyness, rivalry, lack of information sharing, and disrespectful communication were found to be major impediments in Armenia and Bogotá. A significant number of responses from children and adolescents

underlined how shyness prevented children and youth from actively engaging in peacebuilding activities, as they hesitate to express themselves, share with, and learn from others. A 14 year old girl from Armenia noted that *“The challenge I overcame was to reject shyness in order to relate with my peers.”*

Awareness raising, sensitization, and commitment of key stakeholders. Raising awareness and engaging community members and other young people has been critical to the successful impact of peacebuilders in Armenia, Bogotá, and Soacha. Conversely, the lack of people’s interest to participate and support CYP reduced its impact.

In Armenia, they determined that their strategies to raise awareness and to organize campaigns on peace and related issues had dramatically helped make their movement more visible and convinced others to join them. Mobilizing public institutions also increased the movement’s appreciation as peacebuilders were able to demonstrate the impact of their work.

Children and adolescents participate and advocate during a national forum on Peace and Childhood in Bogotá.



Uniting and sensitizing community members and groups were also identified as key successes of peacebuilding initiatives. They insisted on the importance of gathering different community members to increase their awareness and engagement in peacebuilding processes at the community level. *“We were successful because of the marches we organized to raise awareness that war is not the solution,”* illustrated a 12 year old girl from Soacha.

In Bogotá, one community leader who leads a child group commented during an interview that the main challenge was the fight against children selling drugs in the community. She explained that these children are rejected in the community and have a negative influence on the peacebuilders because they poke fun at them and ridicule their activities. The peacebuilders reject these children as a way to protect themselves. She stressed that children involved in the drug trade also needed help, yet, integrating them in the group was challenging due to their lack of interest and the rejection from the peacebuilders themselves.

At the school level, participants explained that mobilizing students was a very efficient strategy to promote peace. A 17 year old girl from Armenia described how *“in each school, we organised activities related to peace, such as wall paintings, drawings, talks, theatre, among others, so that children, adolescents, and youth can share and learn about peace related concepts and apply these in their daily lives.”* In Armenia, the movement cooperates

with different schools to conduct activities in their premises, and to involve them in the movement through the Student Social Service Law.¹⁸

The lack of support from key stakeholders hindered impact. Evaluation participants from Armenia and Bogotá explained that the lack of funds, adequate materials, and physical space to carry out their activities was a challenge. During an interview with a mother leading a child group in Bogotá, the lack of material to conduct sports and music activities was noted as a critical discouraging factor. In Soacha, they insisted that environmental related advocacy was a difficult endeavor due to lack of commitment from community members to change their polluting habits.

Children and youths' capacity, knowledge, and skills. The peacebuilders of Armenia play a leading roles as mentors, facilitators, organizers, etc. and are frequently supported by the movement to improve their skills. Accordingly, they acknowledged their professional and personal development as critical to improve the impact of their work. They spotlighted the importance of disseminating their learnings among their peers so that a wider numbers of children and youth could be mobilized and engaged.

Participants described a significant accountability activity in which they had to prepare and share the results of their peacebuilding work to different stakeholders such as municipal authorities, public and private institutions, civil society organizations, community members, school representatives, among others. This exercise was considered a top success factor, being that it enabled them to evaluate their own work and adapt their plans of action to more effectively promote and build peace in their communities.

Their facilitation and leadership skills resulted in increased impact at the community and school levels. For example, the peacebuilders in Armenia provided capacity building to student representatives in various schools on prominent topics such as human rights, culture of peace, and the 1620 Act regarding school life and coexistence, etc. Their empowerment enabled them to take leading roles and to implement this youth-to-youth teaching methodology.

Participants emphasized the challenge, and the importance of acquiring new knowledge and skills to spread them among other children and youth. A 17 year old girl from Armenia explained that she felt one major challenge was *“to acquire new knowledge in order to disseminate it afterwards.”*

Recreational and artistic activities. Dynamic and recreational strategies are effectively used by children, adolescents, and youth as creative methods to engage and sustain the motivation of children and youth in peacebuilding, and to promote awareness and messages of peacebuilding and related issues related to conflict or violence.

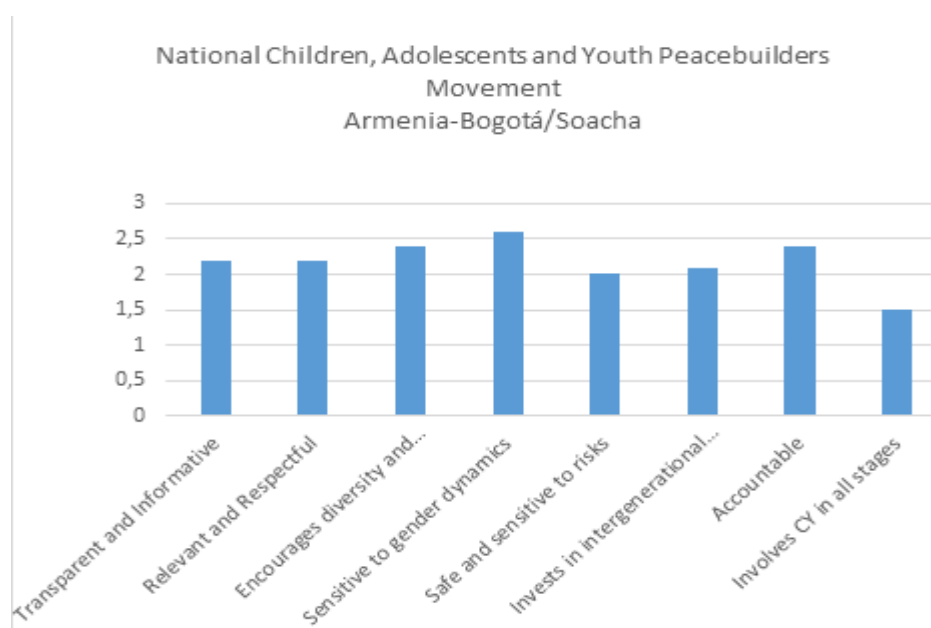
Participants from both districts emphasized that artistic and recreational activities greatly motivated them to continue their involvement in the movement. *“We were successful with the activities, since most children participated in the games instead of staying in the streets,”* illustrated a 15 year old girl from Bogotá. During several interviews, staff from the movement explained that keeping young people's minds busy, and conveying peaceful messages and learnings through recreational activities significantly influenced impact. As a result, peaceful coexistence increased and conflict decreased at the school and community levels.

18 Article 97 of the Law 115 of 1994 stipulates that all students from the last two grades of secondary school are obliged to provide a social service as part of the curriculum (National Education Ministry 1994).

In Armenia, some participants underlined that they were implementing artistic and recreational activities in their communities and schools with great success. They added that adults were successfully involved and lost their fear to “*become children again*,” illustrated a 17 year old boy. Conversely, another participant added that involving adults in these type of activities was sometimes challenging, as they would have difficulties immersing completely in the games. Across this theme, several participants pointed out that teaching through games was not always easy, and that improved facilitation skills were needed.

CYP Quality

FIGURE: Quality scores¹⁹ agreed during Pots and Stones FGDs



0 = Principle is not met

1 = Some awareness, but the principle is not really reflected in practice

2 = Some efforts made to address the principle, but not full efforts

3 = The principle is fully understood, implemented and monitored

Principle 1 and 2 scored an average of 2.2. In both districts, participants expressed that information was always provided in a transparent way. In Armenia, it was highlighted that participants assuming the role of mentors provided clear information. But one 15 year old boy justified a medium score because “*sometimes we do not understand the purpose of the activity*.” In Bogotá, some participants underlined that the opinion of children and adolescents were not always taken into consideration by adults. They added that in some cases, parents were acting as roadblocks and prevented their children from participating in activities. In Armenia, the feedback was very positive and young people considered that they were never forced to take part in activities and their views were always taken into account.

19 See appendix 3 for a detailed description of the quality principles identified by the GPCYP.

Across the theme of diversity and inclusion, two adolescents from Armenia and Bogotá provided different views than their peers. All participants emphasized that everybody was welcome to participate in the activities without any sort of discrimination. Yet, these two adolescents (16 year old girl and 17 year old boy) explained that better efforts needed to be made, commenting respectively that: *“it could be that we are always open to the participation of others without excluding anyone; but we have not developed the foundation to promote diversity during the activities.”*

In both districts, gender equality was considered to be an important aspect in the movement. Children, adolescents, and youth stressed that participation was equal. Their responses indicated that the issue of gender equality had been discussed during their activities. In Armenia, a 21 year old male explained that this topic was covered during activities that addressed young people’s emotional development.

Principle 5 scored a medium score. Yet, several opinions suggested weaknesses in terms of safety and risks. Three participants from a FGD in Armenia stated that in *“many occasions, our peers do not [follow through with] what was agreed.”* The lack of compliance among some CYP participants is a risk factor, noted a 14 year old girl from Armenia. In this area, participants recognized that they were more exposed to risk when organizing outdoor activities. An 11 year old boy from Bogotá added that *“in previous years we were informed about these issues but nothing was concluded.”* Another 14 year old girl from Bogotá further explained that *“risks related to the reactions we should have in situations of emergency are not [addressed].”*

Intergenerational alliances took place in both districts. In Soacha, a 10 year old boy noted that parents were always supportive of the activities. In Bogotá, participants emphasized that better efforts were required to strengthen existing alliances. In Armenia, participants underlined that some of their activities significantly engaged families and community members. Yet, they considered that intergenerational interaction should happen more frequently. Participants from Bogotá and Armenia underlined that the Movement’s sustainability depended on the involvement and commitment of new generations. Therefore, they emphasized the importance of preparing the new generation of peacebuilders for the ‘generational relay’.

Principle 7 scored relatively high. In Armenia, participants emphasized that they always implement a youth-to-youth methodology in which they play leading roles as facilitators, mentors, organizers, and evaluators. They argued that opinions are always considered and respected. In Bogotá, the peacebuilders explained that the movement in their district was facing a major issue of decreased participation. They believe that it is a significant barrier to meaningful involvement of children and young people, as many are not involved on a regular basis.

Under principle 8, children and youth from Armenia expressed that they are listened to and supported when proposing and implementing peacebuilding activities in their schools and communities. A 16 year old girl explained that *“as mentors, we help children in a way that they can [themselves] seek solutions.”* Several respondents underlined that the lack of reliability of their peers affects their degree of involvement at all stages, *“we are taken into account in all stages; but sometimes children themselves are not taken into account because of their disobedience and lack of discipline,”* stated a 14 year old girl from Armenia. As pointed out earlier, decreased participation in the movement in Bogotá did not allow the significant involvement of children, adolescents, and youth in all program stages.

Recommendations and conclusions. This case study revealed the potential of large scale movements in empowering children, adolescents, and youth to become leaders and transform their realities at the local, regional, and national levels. A common vision and mission has united peacebuilders from different contexts and realities across the

country. Collective strategies and campaigns implemented by local branches resulted in successful advocacy processes. Their empowerment led to increased motivation, improved representation of the Movement by children and youth, and greater peacebuilding impact.

In Armenia, participants recommended to:

- Maintain perseverance and commitment
- Expand their work to more children, youth, and communities
- Acquire new skills to more effectively engage new members
- Seek new strategic partnerships to strengthen the movement
- Strengthen existing partnerships with schools
- Keep prioritizing recreational strategies
- Provide spaces for children and youth with disabilities to participate

In Bogotá and Soacha, participants recommended to:

- Engage additional children and youth
- Improve communication channels within the movement
- Organize more recreational and cultural activities
- Engage communities and young people more effectively in environmental protection activities and campaigns
- Maintain commitment and perseverance
- Equip children and youth with more peacebuilding skills and knowledge

Colombia Case study Four: Promoting Child and Youth Rights in the Montes de Maria Sub-region

“Promoting Child and Youth Rights in the Montes de Maria Sub-region” is a project striving to prevent the recruitment of children and young people into the armed conflict and other related types of violence. Together with several partners, the Antonio Restrepo Barco Foundation has been implementing this project since 2004 and in seven different municipalities of the Montes de Maria subregion.



The project aims at strengthening protective environments for children and youth. To do so, Childhood and Youth Local Support Committees (Comités Locales de Apoyo a la Infancia y Juventud – CLAIIJ) were created in each municipality. The CLAIIJ aim to strengthen spaces for social interaction, in collaboration with organizations interested and experienced in promoting the rights of children and youth. Children, youth, community leaders, youth organizations, Civil Society Organizations (CSOs), teachers, and schools are all part of the different CLAIIJ in the region. The Foundation strengthens the capacities of these groups and individuals, and supports monitoring and evaluation processes. Interaction with local, departmental, and national authorities is prioritized to strengthen partnerships and improve relationships between communities and local authorities.

One of the main pillars of the project was the creation of a ‘multi-purpose fund’. The fund supports micro projects directed to protection factors, such as Cultural,

Productivity, Educational, and Organizational Strengthening. After more than ten years of implementation, the projects have demonstrated that culture-related protective factors were the most effective to prevent child and youth recruitment. Cultural components are included in all the aspects of their projects.

The projects financed by the Fund are child and youth-led. Some examples of projects supported include: the creation of a playground for disabled children; support to recycling and trash collection brigades; apiculture projects; establishment of music schools; and backing of dance groups. All the project funding proposals must demonstrate a sustainable component. Additionally, young people and groups are continuously mentored and equipped with leadership and project management skills.

Description of main peacebuilding activities

Children and youth collaborate significantly in program implementation, monitoring, and evaluation. While the project as a whole was designed at the organizational level, feedbacks from children, young people, local partners, and communities is always taken into consideration to improve project implementation.

Evaluation participants identified different categories of activities they considered essential to promote child and youth rights, and to prevent recruitment from armed and violent actors.

Mobilizations and campaigns—such as cultural presentations in the communities and at schools, and campaigns to end violence against women, and teach sexual and reproductive health, etc.

Capacity building and trainings—on child and youth-related legal frameworks, workshops on public policy, and project formulation, design, monitoring, and evaluation.

Local political advocacy and public participation—including the participation of children, youth, and organizations in local government meetings; in school councils; and in partnerships with local, regional, and national institutions and organizations to help promote child and youth rights in the Montes de Maria region.

Micro-projects—funded through the multi-purpose fund.

CYP Impact

Changes in mindset and personal development. Children and youth became more active and aware citizens for peace. Their involvement in peacebuilding helped them adopt peaceful and respectful attitudes, gain self-confidence, and become more responsible towards themselves, their peers, and their families.

Respecting others was highlighted as a key impact. Children and youth explained that they understood the value of respect and adopted respectful attitudes towards their classmates, friends, and relatives. “I am part of a dance group. When practicing, I used to laugh at my peers who could not dance. Now I changed and I do not laugh anymore. Because this [attitude] did not have any positive impact,” illustrated a 13 year old girl from San Onofre. Participants emphasized how they started using proper words and treating others respectfully.

Children and young people became aware of the importance of not consuming drugs, and being responsible students and citizens. A 15 year old boy from Ovejas explained that “*the ‘party therapy’ took youth away from drugs.*” A 16 year old girl from Ovejas added that the project “*helped raising awareness and encouraging us to become better persons.*” Children highlighted that discipline was a key change they experienced as a result of their involvement in cultural activities, such as music and dance groups, which required a lot of commitment and responsibility. Additionally, academic performance increased

as a result of children's motivation and commitment. In many cases, activities were implemented within schools and in cooperation with teachers and school principals.

Increased self-confidence was another crucial impact. Performing traditional dances and concerts increased children and young people's self-confidence. They stressed that they lost fear when advocating for their rights and talking to other stakeholders, including local institutions and other children and young people. *"Thanks to the youth network, I lost fear to participate in events. Now I belong to a group where I can express myself and participate in school and in the society,"* illustrated a 16 year old girl from San Onofre.

Acquired knowledge and skills. Knowledge of local, national, and international legal and institutional frameworks considerably helped children and young people protect themselves and promote the rights of other young people. Participants stressed that such knowledge enabled them to reduce child and human rights violations and impunity in their communities. As an example, a 26 year old female from el Carmen de Bolivar stated that, "in the CLAIJ, youth acquired broad knowledge of public policy, and therefore we organize some activities with the authorities when problems occur." Workshops and trainings were developed to inform children and young people about their rights and mechanisms for their defense. *"[The project] enabled us to have a clear understanding about our education and to learn about our rights in order for these not to be violated and [be able to] defend myself with [good] arguments,"* noted an 18 year old female from San Onofre.

Children and young people acquired artistic, interpersonal, leadership, and organizational skills. Participants emphasized that they discovered new talents and learnt to play music instruments and dance. The support provided to the CLAIJ and other related-groups increased children and young people's abilities to design projects, prepare budgets, and perform monitor and evaluation tasks.

Increased peaceful coexistence. Conflicts in families and schools decreased. Nurturing the value of respect resulted in increased peaceful coexistence. Children and young explained that their participation in peacebuilding enabled them to value peaceful coexistence, and put in practice what they learned. At the family level, two participants described how respectful communication and dialogue helped reduce conflicts with their parents. In schools, conflicts decreased as a result of children's individual action and decisions. For example, a 12 year old girl from San Onofre illustrated that she did *"not fight at school anymore because I do not like it, and to overcome this change I decided to enroll in dance classes."* A 14 year old boy from San Onofre added that before he *"used to come to school to fight and disrespect my friends. Now I belong to the vallenato [traditional Colombian music] and folk music bands."*

At the community level, adults explained that keeping children and young people's minds engaged helped keep them away from harmful activities and groups. Culture was highlighted as the most effective factor of protection for children and youth. They not only became passionate about music, dance, and theatre, they also found new paths for their futures. The multi-purpose fund provided them with income-generation and life-skills development opportunities to help promote peace and their cultural heritage, protect the environment, and increase peaceful coexistence in their communities.

"We managed to inform people and make them appreciate the rights of the afro-descendant communities--a part of our country" 10 year old girl from San Onofre.

Inter-institutional and organizational articulation. A key priority and impact of the project was to strengthen partnerships at the local, regional, and national level to more effectively protect and promote child and youth rights. Youth and adult participants stressed that significant results were achieved in this area. CLAIJ and

partner-organizations successfully engaged municipal authorities and state institutions in a variety of events and meetings. Children and youth actively engaged themselves in dialogue with the authorities, and shared the results of their peacebuilding work.

As will be shown in the quality section, considerable efforts still need to be made by the authorities. Nevertheless, promoting peacebuilding in communities, and presenting social, economic, and cultural issues to political authorities was seen as a key impact. A 45 year old woman from el Carmen de Bolivar affirmed that it was important to work with state authorities in order to address their concerns and care better for children and youth. She further added that they “managed to bring together organizations and public institutions around the issue of risks affecting youth.”

Youth were encouraged and supported to participate in Municipal Youth Councils. CLAIJ from Ovejas and San Onofre supported the creation of such councils in their municipalities. As explained above, the creation of these councils is included in legal frameworks, but this is not yet a reality in many parts of the country. CLAIJ created local civil society platforms to promote child and youth rights which enabled increased organizational cooperation, and effective actions and campaigns to protect children and youth from recruitment by armed actors and violent groups. During an interview, one of the project’s coordinator highlighted a relevant example of successful partnerships with local authorities. In Ovejas, the municipality institutionalized two activities at the community level. The success of these activities encouraged local authorities to undertake similar types of activities with community members.

Factors influencing CYP impact

Based on FGD’s results and interviews conducted with one of the project’s coordinator, five factors influencing CYP impact were identified. Participants’ views elucidated how factors can sometimes influence impact in both positive and negative ways.

Children and youths’ attitudes, motivation, and commitment.

Commitment, dedication, efforts, and teamwork increased the impact of child and youth peacebuilding activities. Participants recognized that in most cases, the success of activities, such as workshops, campaigns, and cultural performances, highly depended on their own attitudes. Conversely, the lack of participation and commitment limited outcomes. A 16 year old girl from Ovejas described that it was challenge to “sensitize youth to participate in different talks, because they consider it boring.”



Sensitization and key stakeholders motivation, commitment, and support.

Institutional, organizational, and community support was critical to CYP’s positive and sustained impact. As illustrated earlier, one of the project’s strategies was to strengthen and build partnerships in order to receive increasing support to promote and protect child and youth’s rights. Under this theme, a group of adults affirmed that “governmental institutions involved themselves because they are forced, not because they wish to so.” One of

the project's coordinators explained that local authorities and state institutions were always invited to take part in events. While their support was not very significant at the moment, he argued that it was crucial to engage them and obtain support in order to increase impact, and guarantee the sustainability of the processes.

Adults' support was a key influencing factor. Their support significantly motivated children and youth. Yet, several participants highlighted that adults faced difficulties in assuming a mentoring role, and that giving leadership to children and youth was difficult. The quality section will elucidate how adult support can hinder CYP. In San Onofre, a group of adult supporters stressed that parents' involvement was too weak and often represented an obstacle to child and youth participation, since parents sometimes prevented their children from participating.

Community-based activities and campaigns peacefully gathered people and groups from different neighborhoods. Events such as cultural performances and campaigns increased peaceful coexistence. Bonding communities was a key factor to protect children and youth from violence. *"The successes were that we gathered children from different neighborhoods and we freed youth from drug addictions, and we integrated all the neighborhoods,"* stated a 15 year old boy from Ovejas. A 35 year old woman from el Carmen described how community-based activities managed to *"sensitize the male population about the types of violence against women."*

When there is a general lack of community involvement and support for child and youth peacebuilding efforts within the community, there tends to be lower morale among children and youth and less active participation. Participants acknowledged that a success factor was the mobilization and gathering of different communities and neighborhoods during events and campaigns. Children and young people expressed their frustration concerning the negative impacts of community members' disinterest and unwillingness to take part in such activities.

Children and youths' knowledge and skills. Children and Young people acquired knowledge and skills that influenced the success of their peacebuilding actions. They have gained increased opportunities to access training on sexual and reproductive health, legal frameworks, and to develop project management and artistic skills.

Trainings and campaigns on sexual and reproductive health contributed to the protection of children and youth, as they were equipped with knowledge applicable in their daily lives. Awareness of legal frameworks and mechanisms enabled children and youth to meaningfully protect and advocate for their rights and those of others.

The lack of knowledge also limited the impact of their initiatives. Participants illustrated that insufficient knowledge prevented them from creating new youth peacebuilding initiatives. Child participants focused their responses on their own challenges to increase their artistic skills. They considered it a factor that limited the quality of the activities.

Culture, Theatre, and Arts. More than fifty percent of FGDs' participants underlined cultural and artistic activities as key strategies to convey powerful messages, attract more children, keep children and youth from drug addictions, and prevent children and young people's involvement in armed and violent groups.

Child and youth participants emphasized that they enjoyed taking part in such activities which enabled them to display their talents, express their views and peace messages, and build social relations among groups.



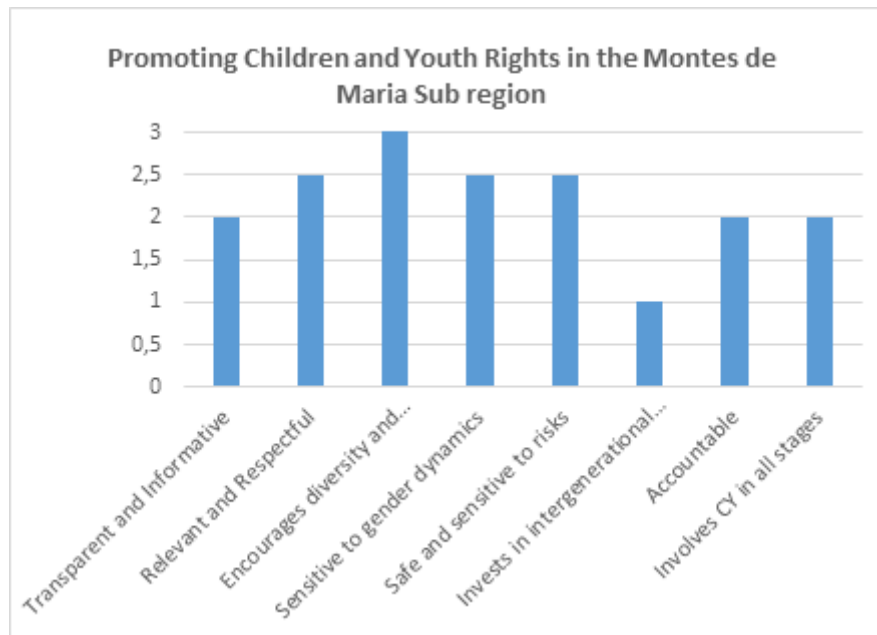
Adults focused their responses on the potential of cultural events as powerful catalysts to bring communities closer, and prevent children and young people from engaging in harmful activities such as drugs, gangs, and violence. Keeping their mind engaged, and focusing their energies in music, dance, and micro-projects often resulted in new life projects for children and young people.

Income generation support for marginalized groups. The multi-purpose fund provides child and youth groups and organizations with crucial support to develop sustainable, income generating projects. These initiatives positively impact the communities by protecting the environment, supporting disabled children, etc. and offering economic opportunities for children and youth in a region with high levels of poverty and unemployment (Fundación Restrepo Barco, 2008). Evaluation participants underlined how these opportunities enabled them to develop new life projects. Youth from el Carmen de Bolívar, Ovejas, and San Onofre have very little employment opportunities. Developing skills that contribute to the society and income generation were recognized as the right combination of factors to meaningfully build peace.

Several parents participated in the evaluation, and emphasized their satisfaction with regards to the income generating opportunities that micro projects offered to their children. A 43 year old mother explained that her “daughter managed to feel satisfied saving money.” Another 56 year old mother added that “with the economic support, our children have the means for undertaking any type of activities.”

CYP Quality

FIGURE: Quality scores agreed in plenary during Pots and Stones FGDs.



0 = Principle is not met

1 = Some awareness, but the principle is not really reflected in practice

2 = Some efforts made to address the principle, but not full efforts

3 = The principle is fully understood, implemented and monitored

As shown in the above figure, most principles²⁰ oscillated between 2 and 2.5, except for principle six.

Under Principle 1, participants underlined that information was provided in a transparent way. Several adult participants recognized that children and young people lacked autonomy to make decisions. They illustrated that since 2014, young people were given full freedom to formulate their projects.

Principle 2 received positive feedbacks. Children stressed that their opinions and schedules were always respected and taken into account. Many of the activities are taking place in schools, and children felt satisfied that their school duties and schedule were respected when organizing activities. A group of adults explained that prioritizing children's schedules over the adults' had been an issue in the past that had recently improved significantly.

Inclusion (Principle 3) was highlighted as a key success. Adults explained that one of the project's objectives was to strengthen the ethnic and cultural identity of the people and the regional. All children and youth, regardless of their ethnic or cultural background are welcome to the activities. Cultural activities focused on bonding students and communities around the rich diversity of the region.

While Principle 4 scored relatively high [2.5], several responses indicated significant hurdles to guarantee gender inclusion and equality. Young people focused their responses on the positive inclusion of all genders without discrimination. But several

²⁰ See appendix 3 for a detailed description of the quality principles identified by the GPCYP.

adults pointed out several remaining issues in this respect. It was recognized that there was more participation from girls and young females, compared to boys and young males. To shed some light on this aspect, adults explained that there were cultural and social norms preventing boys from enrolling in cultural activities such as dance; i.e. fearing to be categorized as 'gay', thus facing discrimination. To cope with this issue, sports and artistic activities were implemented to promote gender equality. LGBT people suffer widespread discrimination, and several adults suggested organizing workshops on new masculinities to break young people's stereotypes towards the LGBT community.

In relation to security and risks (Principle 5), participants underlined that more information should be provided to better prepare children and young people for situations of risk.

Intergenerational alliances (Principle 6) are too weak, and demand significant efforts. On the one hand, relationships between young peacebuilders and adults is jeopardized by a lack of trust. Children and youth were not given sufficient independence to lead their projects. Several participants recognized that a slow positive change was taking place, as adults assumed a mentoring role. On the other hand, political authorities render low importance to child and youth-led processes. As explained previously, several participants highlighted that municipal authorities were involved because they were required to do so. Young peacebuilders participate in local political spaces but the interaction with adults is considered limited. Additionally, several participants explained that the involvement of parents in activities was too weak. In many cases, parents act as roadblocks preventing their children from participating.

The scores of principle 7 and Principle 8 were justified by meaningful involvement of children and youth in all stages of the projects. However, two issues were pointed out. Firstly, many young people were not involved in any type of social processes, and participants pointed out that promoting peace in the communities implied involving larger numbers of the youth people. Secondly, the lack of trust that adults have towards the youth community sometimes resulted in little involvement of children and young people in all cycles of the projects.

Recommendations and conclusions

Protecting children and youth by engaging them in peacebuilding is a significant lesson of this project. Cultural strategies proved to be the most successful protective factor. Empowering and equipping children and youth with life and project management skills, providing them with income generating opportunities, promoting intergenerational partnerships, and engaging children and youth in cultural activities, empowered them to protect themselves from being recruited into violent groups. Children, youth, and adult supporters identified a number of strategies to further increase the impact of their work:

- Maintain commitment and perseverance
- Involve more children and youth, particularly those engaged in violence
- Get more support from local authorities and CSOs working in the region
- Receive more material support to conduct their activities
- Expand the project to other municipalities and villages

DRC Case Study One: Le Bénévolat pour l'Enfance or Bénénfance (Volunteering for Children)

Bénénfance is a Christian, apolitical, and non-denominational humanitarian non-governmental organization, campaigning for children's rights and human dignity. Bénénfance was created in 2005 with the mission to find quick and sustainable responses to the suffering of vulnerable children and women. Bénénfance 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 (Bénénfance homepage, 2015).

Headquartered in Goma, the provincial capital of North Kivu, Bénénfance 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, Bénénfance was evaluated in the territory of Masisi, in the area of Kitchanga. Bénénfance 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 Bénénfance 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, Bénénfance worked with more than 3,500 children and youth through its peacebuilding programs.

Primary peacebuilding activities. Bénénfance 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 Bénénfance 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 Bénénfance. Each club had 24 child members. Bénénfance 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. Bénénfance worked with more than 500 youths in civilian protection.

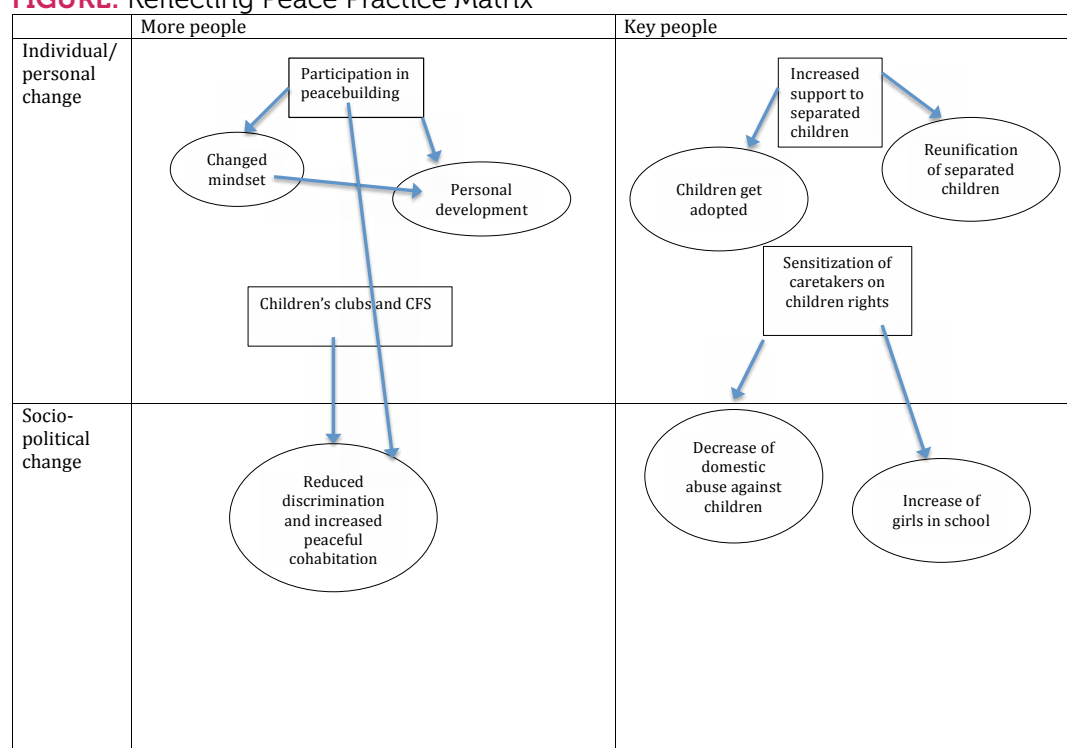
In the 'identification, documentation, tracing, and reunification of children separated from their families' (IDTR) program, children who had been separated from their families were identified, their cases were documented, their families were traced, and in many cases, they were reunified with their 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, Bénénfance 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. Bénénfance 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 Bénénfance’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



CYP impact

Bénénfance’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 Bénénfance’s CYP efforts, which was in line with the other 17 organizations evaluated. Of the 133 responses given during the six FGDs conducted with Bénénfance, 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 Bénénfance, 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 Bénénfance 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 Bénénfance, 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 Bénénfance 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 Bénénfance.

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 Bénénfance. 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 Bénénfance 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 Bénénfance Kitchanga, which provides information on the organization’s degree and the quality of child and youth involvement in peacebuilding. According to this document, Bénénfance upheld ethical principles of ensuring a safe and sensible working environment without risks to children and youth. 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, Bénénfance 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.

Bénénfance 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 Bénénfance 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. Bénénfance 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 Bénénfance 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.

DRC 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.

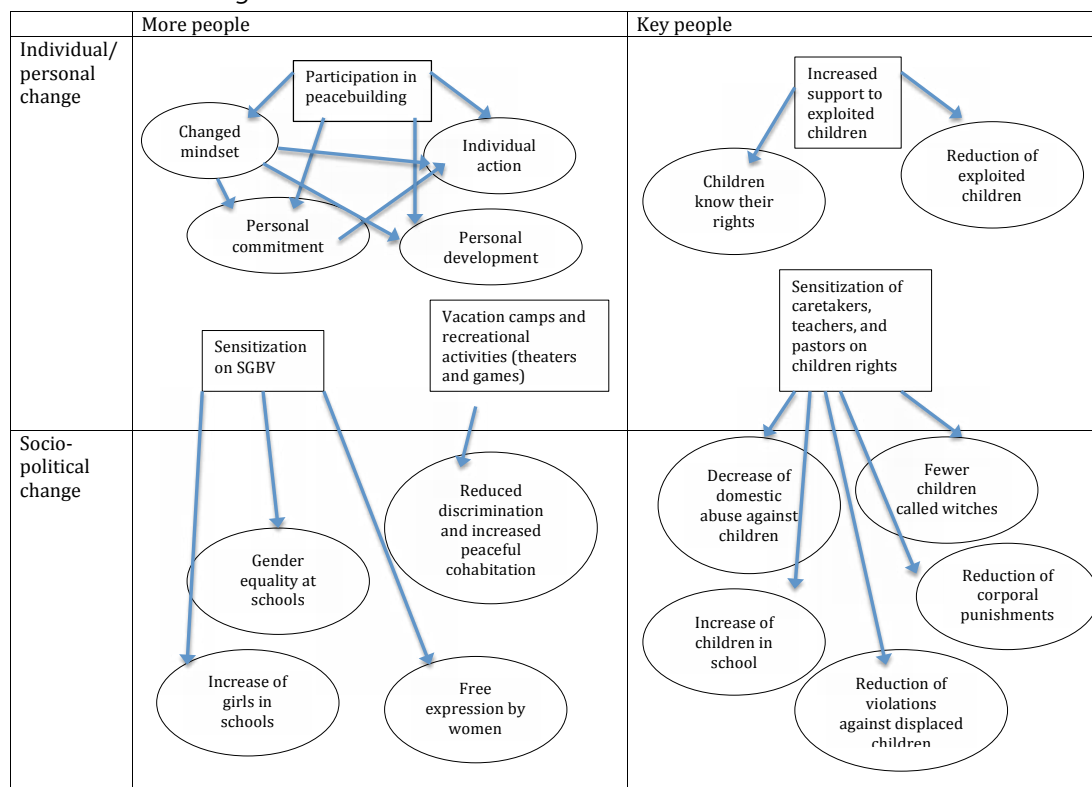
Last year, PARDE concentrated its activities on the fight against sexual and gender-based violence (SGBV). In particular, it raised awareness on vulnerabilities created for women, as well as men, that result from predominantly patriarchal societies. The focus of the activities was to change youth's attitudes 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



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 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)

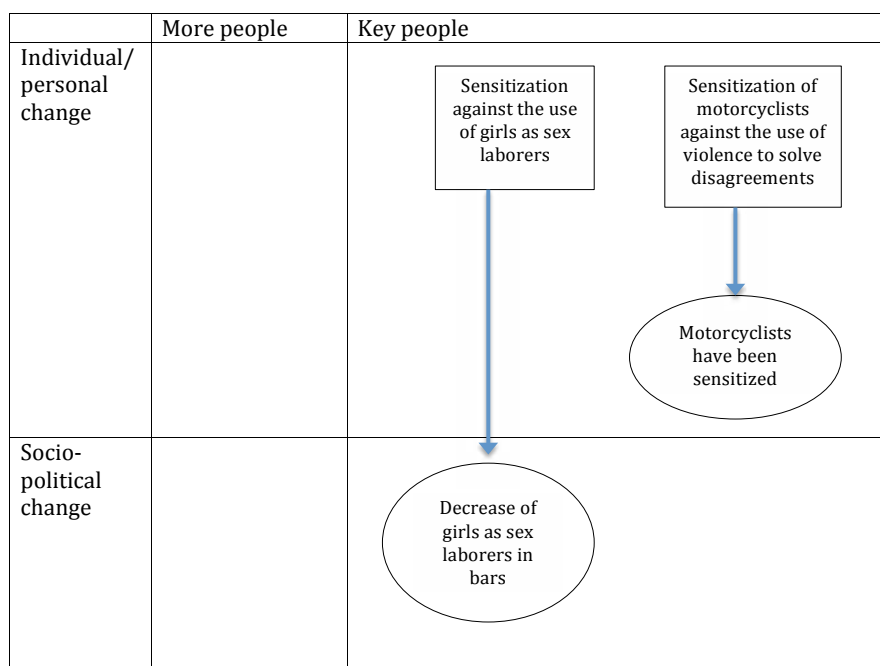
UJEOPAD was founded in 2009 with a vision of sustainable peace in DRC. Its mission is to prevent and resolve conflicts. Its main objectives are to: 1) ensure protection of vulnerable people, including conflict victims and people facing other social inequalities in DRC; and 2) help realize the Millennium 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



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 below²¹.

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

21 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.

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.

Nepal Case Study One: Collaborative Participation of Children from Child Clubs in Developing Child Friendly Local Governance

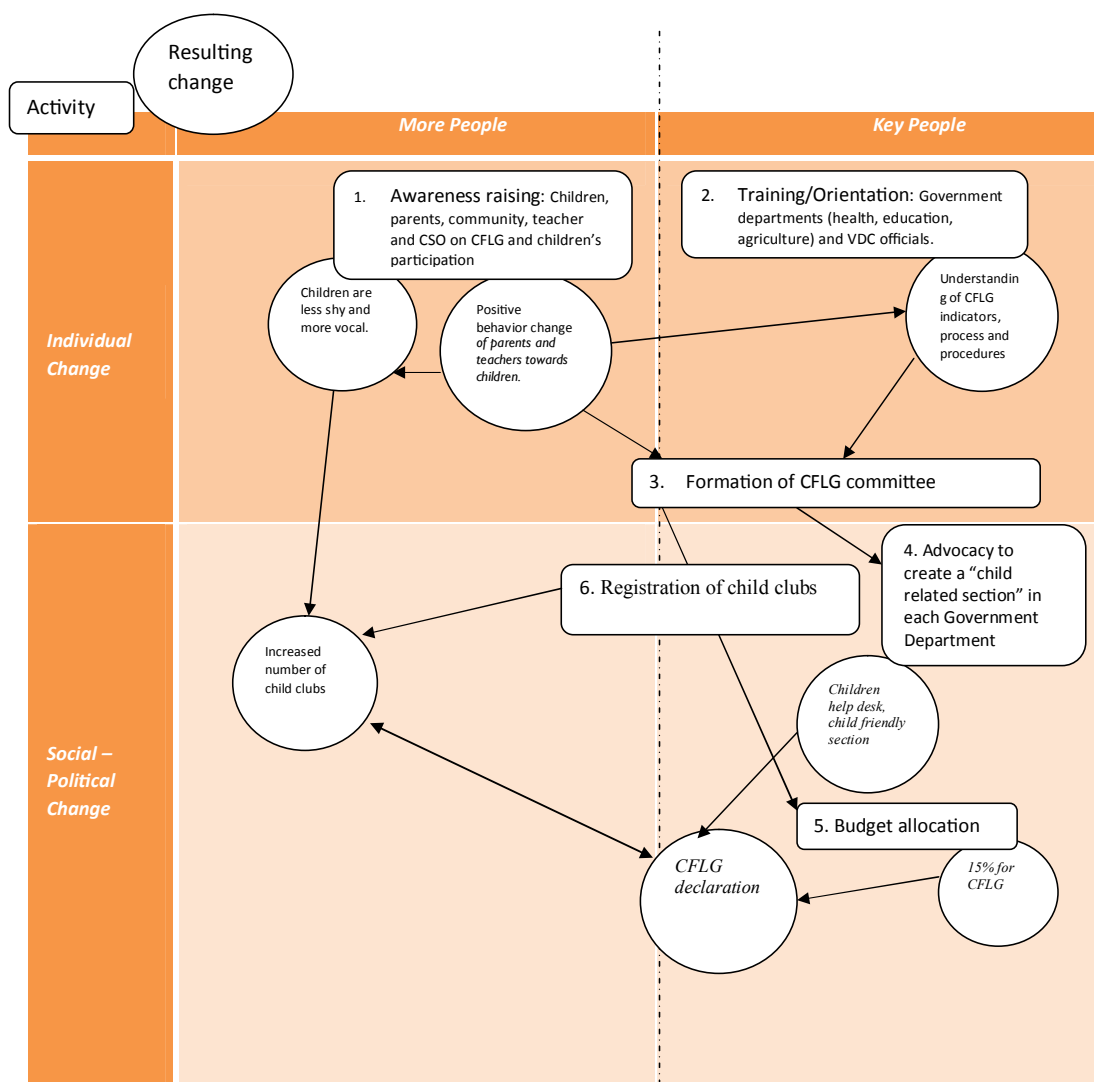
Introduction and History of the Initiative. The Child Friendly Local Governance National Strategy (2011) and operational guidelines support children's participation in local governance and collaboration with child clubs. Jagriti Child and Youth Concern Nepal (JCYCN) and child clubs in Nawalparasi have been very actively involved in collaborative efforts with the government, UN, and NGOs, to establish Child Friendly Local Governance in their VDCs, municipalities and district. Within the district, child club members identified numerous problems affecting them including corporal punishment, child labour, early marriage, discrimination of children, and children's views not being valued. Other agencies also identified weaknesses in birth registration and access to services for pregnant and breastfeeding mothers. The Local Governance and Community Development Plans (LGCDP) is a national government programme with the overarching goal of contributing towards poverty reduction through inclusive, responsive and accountable local governance and participatory community led development. Specific efforts to promote Child Friendly Local Governance are also being supported in districts, municipalities and Village Development Committee.

In 2010 the DDC commission meeting announced a decision to increase efforts to make two VDCs in Nawalparasi, Pragatinagar and Manahari, child friendly by implementing CFLG. Relevant agencies working with and for children in the district, including JCYCN youth organisation and child clubs were invited to be part of the collaborative efforts. Male and female children from different religious, caste and ethnic backgrounds were involved in the CFLG initiative. On the 27th of December 2013, Pragatinagar was declared the first child friendly VDC in Nawalparasi. It was the first VDC in Nepal to be declared child friendly.



Hon. Vidhyadhar Mallik, the Minister of Federal Affairs and Local Development, and Ms Hanaa Singer, UNICEF Representative, inaugurate the plaque declaring Pragatinagar as the first child-friendly VDC in Nepal in line with government's National Strategy on Child Friendly Local Governance (CFLG). Pragatinagar residents gathered in thousands to witness the CFLG declaration event. ("Pragatinagar declared", December 2013).

RPP MATRIX: Collaborative Participation of Children from Child Clubs in Developing Child Friendly Local Governance



Initiative's main peacebuilding activity

This was a collaborative approach involving key government, UN and NGO stakeholders, children and youth. Under the CFLG strategy a VDC, municipality, or district has to achieve at least 80 percent of the targets specified in the 27 CFLG indicators to be declared as child friendly. These indicators relate to children's rights, child survival, protection, development and participation, such as immunization, breastfeeding, and access to safe drinking water, birth registration, establishment and functioning of child club networks, child club representation in local committees etc.

As part of the CFLG process, children and adults in Pragatinagar VDC have been actively involved in awareness raising and action initiatives to promote concepts of child friendly local governance, the importance of children's participation, and harm associated with child marriage, child labour, and corporal punishment. Through CFLG, increased efforts have been made to ensure increased budgets for children's services; to encourage the establishment, strengthening, and registration of child clubs; and to ensure institutional space for children's participation in decision making in local governance and school governance.

Children have received training on child rights and leadership development, and some child club members have been part of training on human rights, peacebuilding and conflict management. Key activities implemented by children include: regular child club activities to discuss issues concerning them; representation and participation in VDCs, School Management Committees, and CFLG committee meetings so that they can share concerns affecting them; use of street drama to raise awareness on the dangers of child marriage, child labour, and other forms of violence against children; and discussions and awareness raising on corporal punishment in schools, families, and communities to reduce violence. Youth have also strengthened their networks to help reduce violence.

As part of the CFLG there is also a focus on ‘socialization processes’ which enhance inclusion of families that were most affected by armed conflict, supporting inclusion of children affected by armed conflict in schools and in child clubs. *“There has also been the development of a plan to involve youth who were part of the insurgency, in social works of the community”* emphasised a 29 year old male youth. Child club members have also been involved in supporting vulnerable children from dalit communities and poor families through the distribution of study materials, helping them, and trying to involve them in their child club activities. Furthermore, children are actively involved in efforts to monitor and report on the 27 indicators for child rights, and increased interaction programmes have been organized between children and concerned adult duty bearers in the local government offices.

Impact of child and youth participation in peacebuilding

Aware and active citizens for peace: Girls and boys described their increased knowledge concerning their rights and their responsibilities to act upon protection issues affecting them, and to contribute to community development processes. Children and adolescents mentioned that they were previously unaware of their rights and the peace process, now they have a better understanding of child rights, peacebuilding, the peace process, CFLG, and opportunities to participate in governance processes that concern them. *“I did not have any information on child rights, now I have access to information and I think about how to make children access their rights”* explained a 14 year old boy. The president of the child club network, and acting secretary of Jagriti Child Club, described their watchdog role. *“We work as a bridge between the community and the local authorities. We collaborate with the VDC in its every endeavour to ensure that the community benefits.”* (“Pragatinagar’s Progress”, 2010).

Children and youth described how they used to have think negatively that *“children and youth could not contribute to positive change”* as mentioned by a 17 year old female, but after being involved in child clubs and because of CFLG initiatives children are more positive about their opportunities to influence positive social change. Children and youth are communicating more respectfully with their peers, parents and elders, while also asserting and defending their rights. Individual peacebuilders have taken the responsibility to be good role models and have changed their personal behaviour to prevent fighting and violence. A 22 year old female highlighted that as a result of the CFLG there is *“more child protection by the community and more commitment to end child discrimination.”*



In the Parasi Patra weekly, dated the 21st of March 2015, the news highlighted concerns raised by children about the misuse of the government budget that was intended for children. The District Child Group Coordination Committee members including the chairperson from Nawalparasi, visited the DDC and questioned the Local Development Officer (LDO) and asked, “where are the expenses from the budget that was allocated for us, and has there been any monitoring of money that has been misused.” Children’s representatives handed over a letter to request further monitoring. If neglected, the delegates mentioned that they would go to Kathmandu to visit the concerned ministries.

Increased Peaceful Co-habitation and Reduced Discrimination: Child and youth club members in Nawalparasi have made contributions in preventing and addressing different forms of discrimination based on age and gender, which is contributing to increased peaceful co-habitation. Furthermore, as part of CFLG, some efforts have been made by child clubs to make schools and communities more accessible to children with disabilities and children from marginalized groups. Previously, adults did not think that children had a role to play in the decision making processes in their families, schools, communities or in local governance processes on issues that affected them. However, there are now positive changes and discrimination on the basis of age is reducing. “Before, adults did not believe that children can also do good things, now they believe that children can also do good things, and they also invite children in various programs” highlighted a 16 year old female. A 13 year old female child described how “children are now invited by social organizations for their meaningful participation, and there is a new habit to honour them.” Adults also described changed attitudes and practices in involving children and youth in decision making and budgeting, and in valuing their contributions. A 40 year old woman described positive changes in relations and “children’s involvement in family level activities.” A 34 year old woman added how “children were able to share their opinion by being involved in different clubs.” Different agencies, including government and NGOs are now providing increased support to child clubs, and government records show that there are now 626 child clubs in Nawalparasi involving 26,626 members, 16,981 boys and 9645 girls (DCWC, 2015). “When there are budget allocations by VDC there was often conflict among adults. However, when child club and youth club members are involved in discussions about the budget allocations there is less conflict as the adults make more efforts to control their emotions” highlighted a 26 year old male youth.

Male and female child club members are working together in collaborative ways and are contributing to reducing gender discrimination. According to a 17 year old male adolescent, “there is no discrimination on the basis of gender and children have participated in every activity.” Furthermore, a female youth described how “girls’ participation was less accepted by society, but now we are seeing how this has changed... before girls were not encouraged to leave their home and they were expected to marry at a young age. Now children and parents attitudes have changed.... Girls are now more able to participate in social issues.”

However, the record of child club members still indicate that there are significantly more boys involved in child clubs than girls; therefore, ongoing efforts to address gender discrimination are required.

Reduced Violence: Child club members have prevented and responded to different forms of violence and exploitation, particularly to violence affecting children, early marriage, sexual harassment, child labour, and corporal punishment. According to a 34 year old woman *“children are able to raise voices for their rights and responsibilities”* which has assisted in reducing violence. *“When I hear about violence taking place, I inform the concerned agencies”* described an 18 year old female. The government Child Rights Officer in Nawalparasi acted upon reports concerning child marriage that were reported by child club members. Furthermore, action by the police and school authorities was taken when children reported a case of sexual harassment by one of the teachers in a school. In addition, the CFLG Declaration has led to the establishment of a children’s help desk and child focal person in concerned government offices, so that there are improved mechanisms for children to report concerns affecting them. A 19 year old female described how *“female students are able to openly share their problems”* and this has helped reduced violence.

Increased support to vulnerable groups: Marginalized children, including children from dalit families, poor families, and conflict affected families have received education materials and encouragement to study from child club members. Marginalized children have also been encouraged to join and be part of child and youth club activities. The CFLG initiative makes special efforts to increase marginalized families’ access to interventions (Subedi, 2010). *“Children from ethnic groups, dalit communities, backward and marginalized have benefitted more”* emphasised a 37 year old woman.

Factors influencing CYP impact

There is a strong interplay and dynamic relationship among each of these factors contributing to the cumulative success, or conversely, the cumulative barriers that prevent or minimize positive impacts.

Attitudes, Motivation and Commitment of Children and Youth & their Organizations: Clubs provide a crucial platform for child and youth expression, participation, and organization. *“Local child clubs established a committee, and started networking with organizations within the district, as well as outside Nepal so support and commitment were there to support activities”* described a 13 year old girl in Nawalparasi. When Pragatinagar VDC was declared as the first child friendly VDC in Nepal the UNICEF representative acknowledged the crucial role of children: *“It is the advocacy done by you that has resulted in this great achievement. Also, thanks to your great adults in this village who have listened to you and have allowed you to be change agents.”* Children’s access to training on child rights, leadership and life skills, peacebuilding and other topics have increased children’s knowledge and capacity. According to a 16 year old male, *“I am now more concerned on child rights and have developed decision making skills”* similarly, *“after being involved in various programs I am now able to understand the importance of child participation”* added a 15 year old male.

Cultural Attitudes, Beliefs and Practices: Restrictive social norms and attitudes towards children, girls, women and other marginalized groups hinder opportunities for their meaningful participation (ActionAid, IDS, & Women Kind, 2012). Traditionally, adults did not think that children had anything to contribute to local governance, and some parents did not allow their children to participate in many programs fearing that it would hamper their education. However, regular awareness raising regarding the benefits of children’s participation are resulting in changes in socio-cultural attitudes and practices.

“In most of the programs an enabling environment to listen voices of children was not there, now the environment has been created, where children voices are also listened to” described by a 16 year old female. Positive traditional and cultural practices are being encouraged and adapted to further realise children’s rights. For example, a headmaster of a local school in Pragatinagar shared how *“participants from all religious backgrounds were oriented on birth registration, and during the occasion when people, such as priest visits the home of new born child, they do rituals and also notify the parents to do the birth registration of their new born child.”*

Family Attitudes & Support: Parental support, particularly for participation in child club activities and decision making processes, is a key factor that can hinder or enable their participation. A 21 year old female adult supporter commented, *“to be involved in different activities including social work and to create an enabling environment for them, family support is a must.”* Positive attitudes towards children’s participation and child rights are crucial to the success of CFLG work in Nawalparasi. Though some negative aspects of children’s participation were also acknowledged; for example when children are very active in their clubs they have less time for study and less time to support their families in household responsibilities.

Key Stakeholders Motivation, Commitment and Support: *“We hope to create a cascade movement so that we can turn more VDCs child friendly and turn municipalities’ child friendly and ultimately create a child friendly nation.”* Ms Hanna Singer, UNICEF (“Nepal declares”, 2013)

In the Nawalparasi district commitment from key stakeholders has been crucial to support CFLG and such commitments enhance the efforts and impact of children’s participation in violence prevention efforts. Due to the CFLG Declaration key stakeholders including: Ministry of Federal Affairs and Local Development, UNICEF, Women and Children office, District Development Committee (DDC), District Health Office (DHO), District Education Office (DEO), District Child Welfare Committee, political parties, different organizations in the municipality, NGOs working in child related sectors are all collaborating together, and are making pro-active efforts to support child clubs and children’s participation. Improved collaboration among child clubs, government line agencies and other different organizations supports collaborative efforts to respond to children’s concerns about violence and other rights issues affecting them. *“Before, in any programs the participation of children was not assured and it seemed that children were not believed. Now, all participate in the programs organized by the children and they [adults] also make commitments to support us”* described a 13 year old female.



Political Leaders of the major political parties in Pragatinagar commit to ensuring that Pragatinagar remains a child-friendly VDC.

("Pragatinagar declared", December 2013)

Awareness Raising, Sensitization and Campaigns among Key Stakeholders: Awareness raising efforts by child club members to share the harmful effect of child marriage and child labour have been crucial to violence prevention efforts. Furthermore, District level campaigns on CFLG have also played an enabling role in creating more widespread awareness on child rights and participation in local governance. Government officers, NGO staff, and child club members have been actively involved in raising awareness on CFLG with parents, community members, teachers, government officials and political leaders.

Existence and Implementation of Government Laws, Policies, Strategies and Provisions: Local Self Governance Act (1999) made provisions for local bodies, Village Development Committees, District Development Committees and Municipalities, to prioritize projects that provide direct benefits to children. An administrative regulation (2007) authorized these local bodies to establish and operate a special fund for women and children. Furthermore, VDC and DDC Block Grant Operational Guidelines (2010/11) made it mandatory for VDCs, DDCs and Municipalities to allocate at least 10 per cent of their capital budgets to plans and projects directly benefitting children. The recently approved 'National Framework on CFLG' includes a provision for mandatory allocation of 15% of the total capital investment funds if a District/Municipality/VDC initiates work on CFLG. "15% of the financial budget were allocated by VDCs for children and used for the reduction of child marriage, increase in literacy rate and full rate of birth registration" mentioned an 18 year old male. Such legal provisions are a significant enabling factor as they provide local government officials with a mandate to be responsive to children's requests for support.

Quality of child and youth participation

Eight principles for good practice in child and youth participation in CFLG and violence prevention efforts were used by 18-29 year old youth, and one 17 year old female, who were actively engaged in supporting CFLG and adult supporters in Nawalparasi to assess the quality of child and youth participation. Due to forthcoming school exams, children under the age of 18 years were not available to participate in this exercise.

0 = principle is not met

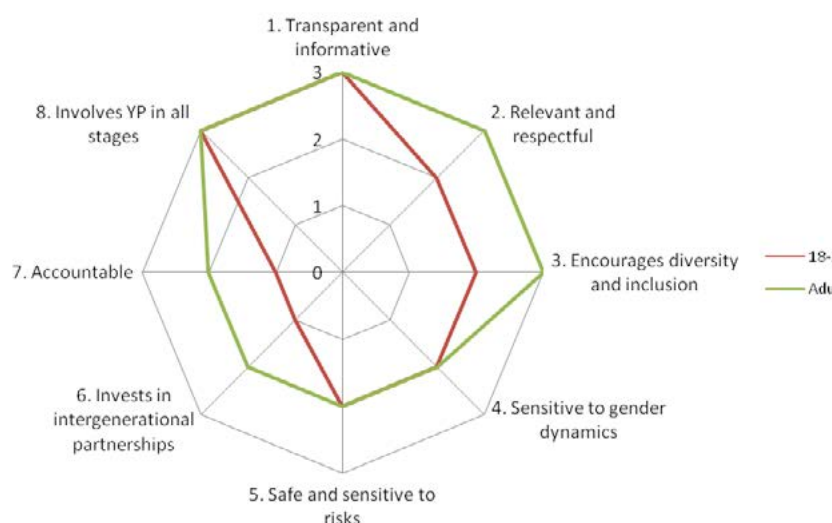
1 = some awareness, but the principle is not really reflected in practice

2 = some efforts made to address the principle, but not full efforts

3 = the principle is fully understood, implemented and monitored

As shown in the figure, similar scores were provided by youths and adults for principle 1, 4, 5 and 8. Whereas adults provided higher scores for principle 2, 3, 6 and 7. Key reasons are shared below.

FIGURE: Pots and stone score of adults and youths from Nawalparasi on Collaborative Participation of Children from Child Clubs in Developing Child Friendly Local Governance



Principle One: Participation is transparent and informative: A high score of 3 was given by both adults and youth. According to adult and youth participants children’s participation was visible and information was shared with all participants prior to their participation. “We talk with children and we encourage them to participate” described a 34 year old woman. “All information that we require are made available to us” added a 17 year old female.

Principle Two: Participation is relevant and respectful: Adults gave a high score of 3, and youth gave a medium score of 2. “Participation is relevant and respectful because of the VDC being declared CFLG VDC” claimed a 34 year old female adult supporter. The adults felt that children were being respected and valued, and that their participation was relevant, and often remarkable. Youth participants also described how adults were respectful towards children and that there was increased participation from children. However, an 18 year old girl from Nawalparasi explained how “for those who could not express and present themselves, participation was not very relevant and respectful.” Therefore, increased efforts are required to reach more children and to enable more girls and boys to feel confident in expressing themselves.

Principle Three: Participation encourages diversity and inclusion: Adults gave a high score of 3 and youth gave a medium score of 2. Both adults and youth emphasized that efforts were made to encourage children’s participation and representation from all different ethnic, cultural and religious groups. “All ethnic groups and inclusive participation was there” mentioned a 34 year old female adult supporter. The CFLG indicators also encourage efforts to assess whether services and participation opportunities are accessible to children with disabilities. However, while efforts were made to involve girls and boys of different ages and backgrounds, some youth felt that more efforts could be made to engage the youth. An 18 year old female described that “though there has been investment in youth, it is not that transparent.”

Principle Four: Participation is sensitive to gender dynamics: Both the adult supporters and adolescent participants gave a medium score of 2. Efforts are being made to encourage boys’ and girls’ participation and to consider the needs of girls and boys in CFLG related activities. “Programs were based on gender equality” commented a 21 year old female. “We assisted, supported and initiated for children’s participation with respect

to gender dynamics” added a 35 year old female adult supporter. Furthermore, a 61 year old female noted, “As it was a children focused program, participation of women was also remarkable.” However, the child club records reveal that significantly more boys than girls participate in child club activities, and it was acknowledged that some girls continue to face more restrictions from their parents which hinders their participation in club and CFLG activities. Youth and adult participants suggested that additional information and sensitization on gender equality is needed among parents, community elders and other stakeholders.

Principle Five: Participation is safe and sensitive to risks: Youth and adults provided a medium score of 2. Youth and adults described some efforts that were made to support safe participation of children. For example, youth participants highlighted that full information was provided with regard to the venue and other factors when organizing activities. However, to increase safety it was suggested that there should be increased engagement with family members when planning participatory processes with and for children, so that their concerns and ideas are also considered and addressed. A 61 year old woman stated that “parents and the community should take responsibility to protect children”.

Principle Six: Investment in intergenerational partnerships in young people’s communities: A low score of 1 was given by youth on intergenerational partnership as despite efforts to meaningfully engage children, insufficient efforts were made to involve the youth. “Community level investment in the youth is not taking place” highlighted a 19 year old male. “Intergenerational investment has not been managed” added a 22 year old female. Adults who provided a medium score of 2 emphasized the need for more opportunities for experience sharing among children, youth and adults.

Principle Seven: Participation is accountable: Adults provided a medium score of 2, as they felt some efforts were made by adults to give feedback to children, but not enough. The youth gave a low score of 1 as youth did not receive any response to queries that they had made to adults in the community.

Principle Eight: Involve young people in all stages of peacebuilding and post-conflict programming: Both adult and youth participants gave a good score of 3. Adults thought that children were involved in all stages as they had different opportunities to share their views and ideas in decision making processes. “Attempts were made from all and in every level there was involvement of children and youth. CFLG could not be only possible through involvement of children only. Involvement of all was assured for long term sustainability,” mentioned a 60 year old male adult supporter. The youth also felt that a range of opportunities were provided for children and youth to participate in peacebuilding processes affecting them. For example, a 19 year old youth mentioned that “not only during CFLG, but in other programs as well, both children and youths are involved.” For example, children and youth were involved in other related initiatives on Schools as Zones of Peace, and Children as Zones of Peace.

Recommendations and Conclusions

CFLG is an important model to institutionalize children’s participation in local governance, to create child friendly VDCs, municipalities, and districts where children’s rights are protected. CFLG provides important opportunities for children to be active citizens. The CFLG has led to increased establishment and registration of child clubs and increased representation and participation of children in governance mechanisms. Certain aspects directly related with peacebuilding and violence prevention were emphasized under the main indicators for CFLG, concerning; child marriage, child labour, punishment free schools, and the non- discrimination of children.

Children's active participation and collaboration with adults is contributing to reduced discrimination and violence, and increased support to vulnerable children. However, the case study also reveals that increased efforts are needed to meaningfully involve youth in CFLG efforts, and increased intergenerational partnerships among children, youth, and adults should be fostered. Furthermore, ongoing efforts are required to address gender discrimination and to ensure meaningful and accountable participation.

Nepal Case Study Two: Collaborative Participation by Youth to Address Un-touchability free VDC

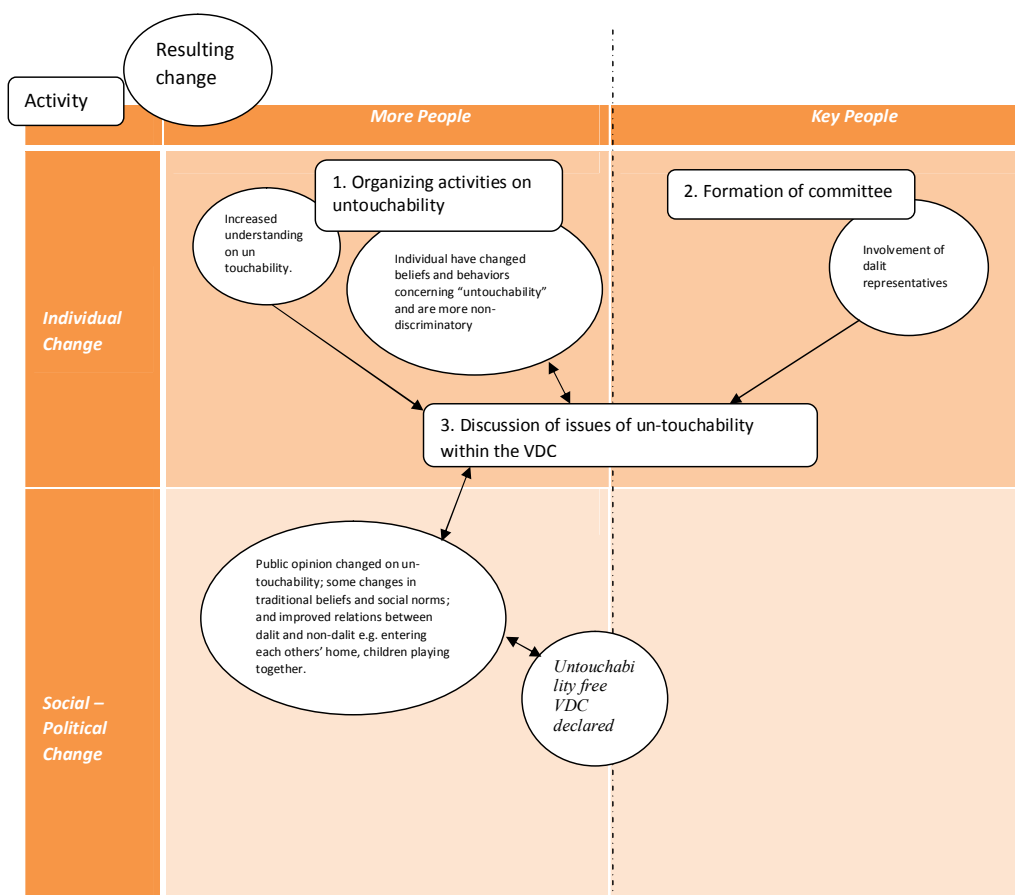
Introduction and Initiative History: With a population of 4.5 million people, Dalits comprise over 20 percent of Nepal's population. Collectively, Dalits represent 80 percent of the 'ultra-poor' in Nepal, dramatically increasing their vulnerability to bonded labour, slavery, trafficking, and other forms of extreme exploitation (CHRGJ, 2005). As described by Bhattachan *et al.*, (2009) existing practices of caste-based discrimination in Nepal relate to the denial of entry of Dalits by higher caste into their houses, temples and other places. Dalits are considered 'untouchable' and are denied access to common resources, including drinking water sources, community forests, and crematories. Three different castes and ethnic groups reside in Kotgau VDC in Rolpa, including Dalits, Magar and Chhetri. Within the VDC, people of lower caste or Dalits are not allowed to enter the houses of the two other castes, and are not allowed to enter the same temples. Furthermore, Dalit members of the community were not able to ask for water from the other two castes, and previously, if other caste people were carrying water and the shadow of a dalit person fell on the water they used to throw the water as they thought it was spoiled. Some Dalits also faced violence from other castes for accessing common resources (OHCHR-Nepal, NDC – 2010). Furthermore, according to a local Dalit youth leader, "*there used to be conflict between dalit and non-dalit youth*" and children from different castes were not encouraged to play with one another.

Due to the prevalence of caste discrimination and concerns about untouchability, members of youth clubs in Kotgau VDC initiated various programs against untouchability in 2008. More children, youth and adults were mobilized and engaged in their programs against untouchability after 2008, and on March the 5th 2015 Kotgaun was declared the first untouchability free VDC in the Rolpa district.



Kotgaun VDC was declared as first untouchability free VDC in various local newspapers and during a public program, it was declared as an untouchability free VDC by the constitutional Assembly vice chairperson, Hon. Onsari Gharti Magar

RPP MATRIX: Collaborative participation by youth to address un-touchability free VDC



Initiative's main peacebuilding activities

In all wards of the Kotgaun VDC, youth clubs organized awareness generation programs, house to house visits, street dramas, and campaigns to increase awareness of people in the community and reduce untouchability, and finally declared an untouchability free VDC. For example, street dramas were presented to highlight challenges relating to caste based discrimination, to illustrate ways to break down traditional practices concerning untouchability, and to show the benefits of establishing good relations between members of different castes and ethnic groups. Home visits were also used to raise awareness, and were particularly needed to help change the attitudes of the older generation who had deep rooted traditional beliefs and practices concerning untouchability. A youth member comments that, *"we visited homes and helped old people understand the positive aspects of an untouchability free community."*

The home visits also provided further interest and commitment among community members to establish a Dalit protection committee in each the 9 wards of the VDC. In each committee there was representation and good participation of Dalits, and many Dalit youth took leadership roles within these committees, particularly members of two youth clubs, Ramjabesi and Brightland. Members of these two youth clubs reached all wards and implemented various awareness programs to prevent untouchability. Involvement of Dalit youth from different political parties was also mobilized to support the initiative.

Furthermore, youth club members initiated the establishment of a Local Coordination Committee that included representatives from political parties, youth clubs, and women's groups to increase mobilization and support from key stakeholders and community members to reduce untouchability. In addition to their work to prevent caste discrimination, youth club members in Kotgaun VDC were also engaged in other violence prevention initiatives to reduce gender based violence and child marriage, and they also received training on conflict management. In each of these initiatives efforts were made to reach and involve families from each of the three caste groups.

Impact of child and youth participation in peacebuilding

Aware and Active Citizens of Peace: The youth who were engaged in the initiatives had more positive attitudes regarding the importance of non-discrimination and equality based on caste, ethnicity and gender; and they felt responsible for raising awareness to bring about change and create more inclusive and safe communities. Youth were actively engaged in campaigns and awareness raising programs regarding domestic violence, untouchability free society, and gender equality in their communities. An 18 year old male mentioned that *"now I think about village and society through my heart."* A 19 year old male youth added that he was working *"for harmony and the right for all to be united."*

Increased Peaceful Co-habitation and Reduced Discrimination: The youth initiatives and collaborative efforts resulted in their VDC being declared as untouchability free. In addition, there are reports of significant changes in the behaviour and attitudes of community members, which indicate wider changes in group norms and some changes in traditional social norms. Looking back at the history of efforts made by the youth, one of the committee coordinators, who was a Dalit member of the community, commented that *"this initiative was a very complex one, people of other castes did not consume food that we cook and drink water we have touched,"* but after the initiative there was a change in peoples' understanding on untouchability and discrimination.

A 21 year old female shared that *"before the initiative there was a belief that one should not consume food given by low castes. Now it has ended and there is no longer such a belief."* Similarly a 29 year old male youth described how *"cultural norms associated with Dalits*

have been changed because of the development of relations between all castes.” A 24 year old female stressed that *“people are accepting that all caste people belong to a big family, and people have understood that discrimination based on untouchability is an offense.”* Another 25 year old male described how *“there has been positive change among family members and between community members regarding untouchability.”* Previously, Dalits were not invited to other caste group marriages or other cultural activities; however, a 25 year old male commented that *“in functions like marriages and other cultural activities, untouchability issues do not exist anymore”*

Reduced Violence: Both Dalit male and females used to experience psychological violence and verbal abuse in Kotgau VDC and Dalit children used to be mistreated by other children. There are reports that violence towards Dalit men, women and children has now decreased. Children from different caste groups are now able to play together more freely, and a 19 year old male explained that because of the initiative *“there has been an increased in harmony between children.”*

Factors influencing CYP impact

The data and information collected during the participatory evaluation identifies a strong interplay and dynamic among each of these factors contributing to cumulative success, or conversely cumulative barriers that prevent or minimize positive impacts.

Cultural attitudes, beliefs and practices: Participants highlighted how traditional beliefs and practices excluded Dalits from various opportunities, and hindered their involvement in various committees and community development. It is recognized that traditional cultural attitudes, beliefs, and practices regarding caste and ethnicity are deep rooted and that social norms take time and persistent efforts to change (ActionAid, *et al*, 2012). Participants in Kotgaun revealed that changes in traditional beliefs and practices have been brought about through persistent awareness raising, home visits and VDC declaration initiatives. Dalits are now allowed to come into houses of other castes, Dalit children are able to play with non-dalit children, and people are now able to consume food given by Dalits.

Key stakeholders motivation, commitment and support: was crucial in ensuring the declaration of an untouchability free VDC. The engagement of VDC officials, political parties, women’s groups, and community leaders and their support for youth efforts to end untouchability were invaluable. Furthermore, the Local Coordination Committee provided an important platform to bring together community and political leaders from different caste groups. Information sharing by concerned stakeholders enabled campaign initiatives to spread and the creation of untouchability free VDCs is now underway in 6 other VDCs in the district with the engagement of representatives from different political parties.

Existence and implementation of government laws, policies, strategies and provisions: Laws are in place to ensure the non-discrimination of Dalits, including, but not limited to, the Caste Based Discrimination and Untouchability Act passed in 2011, which clearly mentions that any kind of discrimination on the basis of caste in both public and private areas is punishable by up to three years in prison. The National Dalit Commission (NDC) was formed by the government in 2001; however, a member of the NDC described how *“members of the Dalit community are still marginalized in society due to the traditional mindset of people. Therefore, time has come to shift our focus from changing laws to changing the mindset of people.”* (“Laws fail” 2014).

Quality of child and youth participation

Eight principles for good practice in child and youth participation in peacebuilding were used by 18-29 year old youth in Kotgau VDC to assess the quality of youth and child participation.

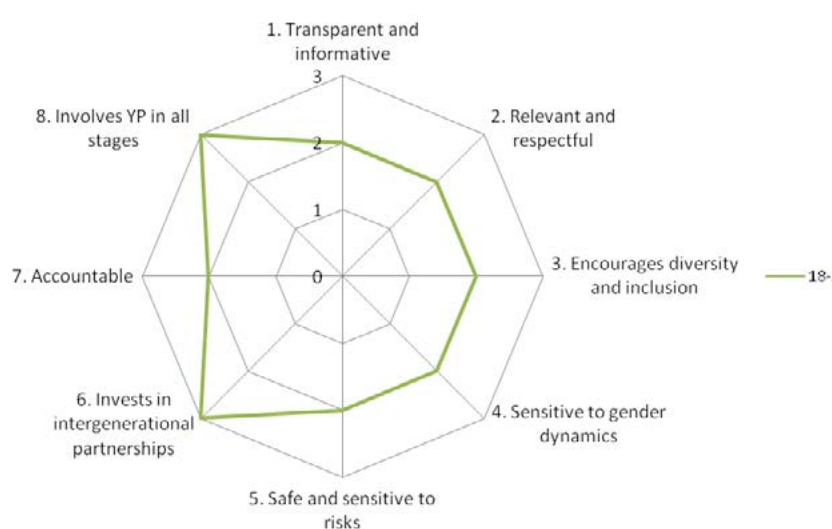
0 = principle is not met

1 = some awareness, but the principle is not really reflected in practice

2 = some efforts made to address the principle, but not full efforts

3 = the principle is fully understood, implemented and monitored

FIGURE: Pots and stone score of youths on collaborative participation by youth to address un-touchability free VDC of Rolpa district)



Principle One: Participation is transparent and informative: The youth provided a medium score of 2 as information about their campaigns was shared and participation was transparent with opportunities for youth children, adults, dalit and non-dalit female and males to get involved. According to a 25 year old male youth *“the club involved all Dalits and non-dalits and informed them about the participation.”* Another 22 year old female claimed that *“all members were involved in their respective work, as work division was carried out.”* To improve transparent and informative participation they suggested that more regular monitoring of clubs should to be carried out, and that this will also assist in sustaining the untouchability free VDC.

Principle Two: Participation is relevant and respectful: A medium score of 2, especially as people came together on a common platform to try to change practices and attitudes that address untouchability. A 21 year old female claimed that *“when children and youth participated in various activities they have understood their role well and were involved in activities that were relevant to them.”* However, some limitations in bringing stakeholders from different sectors were also identified, which hindered opportunities for relevant and respectful participation. For example, a 24 year old female claimed that, *“students and a local think tank could not be gathered in a common space.”*

Principle Three: Participation encourages diversity and inclusion: Efforts were made to involve females and males from different ethnic, caste and age groups, including

people with disabilities. A 21 year old female highlighted how *“children and youth with disabilities have also been involved in activities.”* However, the youth still gave a medium score of 2, as they were not able to reach children and youth from all the areas due to the difficult mountain terrain and geographical conditions, and poverty also hindered some individuals from participating.

Principle Four: Participation is sensitive to gender dynamics: With a medium score of 2, the youth stated that it is difficult to overcome gender discrimination which makes it harder to support active female participation due to deep rooted cultural values. A 21 year old male mentioned that *“adolescent males and females discarded some traditional thoughts on gender disparity, but they are not able to make it a habit,”* implying that discriminatory practices concerning women and girls have not yet changed. Overall, the youth recognized the need for increased awareness generation activities on gender equality with youth, children and community members.

Principle Five: Participation is safe and sensitive to risks: With a medium score of 2, the youth mentioned that there were insufficient efforts to identify and discuss sensitive issues relating to caste discrimination, which made their participation more risky. *“In some instances there was prejudice by one Dalit to another,”* mentioned a 25 year old male youth. One 21 year old male youth highlighted that *“training on risk was provided, but it was not implemented based on our participation.”* This indicates that increased efforts by the youth to assess and mitigate risks associated with their participation are required.

Principle Six: Investment in intergenerational partnerships in young people’s communities: The youth gave a high score of 3 as adults and senior political and community leaders were involved in dialogue and collaborative efforts with the youth to declare the VDC as untouchability free. The importance of ongoing intergenerational partnerships and dialogue among generations was called for. As expressed by a 19 year old male youth, *“for intergenerational partnerships, all the community should participate. Such participation will make everyone express their views and a logical acceptance of views is very important.”*

Principle Seven: Participation is accountable: With a medium score of 2, the youth felt some efforts were made to be accountable to their peers, but more effort was required. The youth emphasized that making participation accountable, increased coordination should be made with community members, including children and women, and with other agencies. *“Accountability could not be achieved as everyone could not participate and could not receive the benefits”* highlighted a 24 year old female.

Principle Eight: Involves young people in all stages of peacebuilding and post-conflict programming: The youth gave a high score of 3, as they felt that youth and children were involved in all stages of peacebuilding initiatives, including planning and implementing. *“Conflict affected children and other children were also united and involved in different stages”* commented a 25 year old male. Some youth were also optimistic that they would have other opportunities to be more involved in peacebuilding processes.

Recommendations and Conclusions

This case study illustrates the power of youth in mobilizing and supporting awareness raising and campaigns to end deep rooted caste discrimination. Collaboration with political leaders, VDC officials, and leaders of women’s groups, including representation and participation from Dalit and non-dalit groups, was essential to the success of the VDC being declared as untouchability free. Furthermore, widespread and persistent awareness raising in each of the nine wards and home visits were critical in bringing about changes in traditional attitudes and practices. The positive results indicate that youth are powerful agents of change, especially when they are united with adult stakeholders to address discrimination. Moreover, the good practice is being shared and

spread to other VDCs in the district, and to potentially improve, strengthen and sustain their efforts it may be useful to involve the media in further raising awareness .

Nepal Case Study Three: Youth Initiative to Establish an Alcohol free VDC

Introduction and Initiative History

This case study describes activities and the impact of youth initiatives by two Youth Clubs, Nawa Kiran Youth Club and Maitri Youth Club, to work collaboratively with key adult stakeholders to establish and sustain an alcohol free VDC in Mannakapadi.

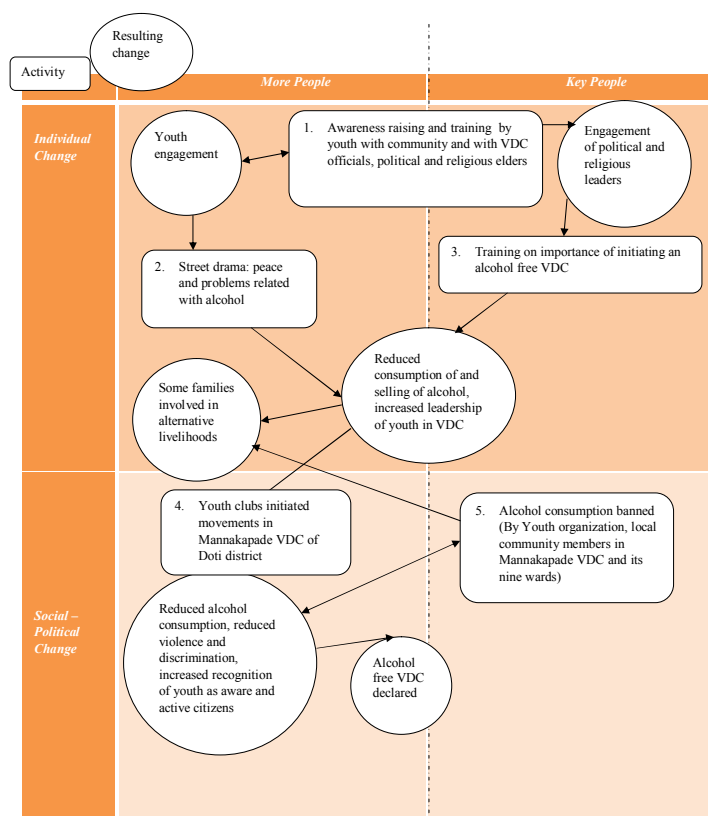
Dhital *et al.*, (2001) argue that the consumption of alcohol is prevalent among different ethnic groups in Nepal, particularly among male youth and adults. Excessive use of alcohol contributes to increased domestic violence, neglect, scolding and beating of children, and bad relations within the community (Dhital *et al.*, 2001). Concerns about high alcohol use in Doti district have been reported (“Doti consumes”, 2010; Dhital *et al.*, 2001), especially as a study conducted by the Doti chapter of Chamber of Commerce and Industries (CCI) revealed that the monthly transaction for alcohol within the district, was more than the monthly transaction for food (“Doti consumes”, 2010). An anti-alcohol movement was initially initiated by women in west Nepal in the early 1990s which provided VDCs with the power to declare ‘dry zones’ and control the public selling and public use of alcohol (Dhital *et al.*, 2001). As a result of this earlier movement some VDCs in Doti were declared as alcohol free. For example, a man from Doti explained how “in 1996, the VDC council of Mannakapadi VDC passed the decision to make the VDC alcohol free VDC.”

As part of the efforts to establish an alcohol free VDC, male and female youth from different caste and ethnic backgrounds came together in 1996 to form a youth club named *Nawa Kiran (New Light)*. Youth club members undertook some awareness raising initiatives to reduce alcohol use in their community. However, their efforts were hampered by the Maoist insurgency period from 1996 to 2006, and the youth initiative did not gain any momentum. In the post conflict period, the youth reorganised themselves to address concerns about alcohol use and the associated violence within and between communities and within households. In 2008 a new Youth Club named Maitri Youth Club was established, involving a new generation of youth. Since then the youth have been actively involved in efforts to re-establish and sustain an alcohol free VDC to reduce domestic violence, violence and conflicts within the VDC and between VDCs. Through the youth led efforts and collaboration with key stakeholders the VDC was declared Alcohol free on August the 21st 2010.



West News Weekly ,published in August the21 st ,2010 reports that under the leadership of the youth ,Mannakapadi VDC was declared alcohol free VDC.

REFLECTING PEACE MATRIX: Youth initiative to establish an alcohol free VDC



Initiative's main peacebuilding activities

Campaigns, street drama, awareness programs, and training were some of the main activities undertaken by the youth to contribute to the alcohol free VDC initiative. Awareness raising activities were organized in the VDC to spread messages and information on the negative impact of alcohol consumption on health and family life. According to participants the street drama was particularly effective in sharing messages with community members, as through drama adults and children could easily and quickly understand the message.

To ensure wider support for their campaign, the youth engaged in dialogue with VDC officials, political leaders, and religious elders to get the support of 'key people', while also raising awareness to mobilize support from community members, adults and children. According to a 40 year old male adult supporter *"involvement was there from school children, and also people of age groups 14 up to 50 years old, both male and female representatives from all caste like Dalits, ethnic groups, Brahmins, Chhetris, and Thakuris."*

Displaying notices about the alcohol free VDC were also conducted during different cultural programs and gatherings. A 20 year old female youth from Doti said *"we put up notices during social gatherings and cultural programs asking not to sell and consume alcohol. We even spilled alcohol that was brought."* Youth club members also shared information about their alcohol free VDC activities with other youth organizations in other VDCs to raise awareness and widen the movement for alcohol free communities and reduced violence.

Impact of child and youth participation in peacebuilding

Reduced sale and consumption of alcohol: As a result of the youth led awareness raising there was reduced sale and consumption of alcohol in the VDC. Some of the community members who were producing alcohol are now involved in cultivating ginger and rearing goats.

Increased peaceful co-habitation and reduced discrimination: As a result of the reduced alcohol use there are reports of increased peaceful co-habitation and improved relations within and among household members in the community. A 29 year old male shared how “*internal violence in the family came to an end and good relations among family members developed.*” A 49 year old male commented that “*while compared to other VDCs, our VDC has become more peaceful, with no quarrels and fighting.*” A 26 year old male youth also revealed how “*among community members there has been a reduction in caste based and location based conflicts and [the alcohol free VDC] has supported social development.*” Adults mentioned that the reduction in the purchase of alcohol led to savings or better use of family incomes which also contributed to harmony within families and children and youth were able to study more comfortably. A 28 year old male explained that “*the youths are securing good marks as they get time to read as family environments have improved.*”

Reduced Violence: Male and female adults and children shared reports of decreased domestic violence and reduced violence against children. A 28 year old male described how “*there has been a decrease in violence within families, and there has also been better economic development.*” An 18 year old female also mentioned that “*there has been a control in women related violence and women are more able to claim their rights.*” A 26 year old male also confirmed that “*women in the family are not facing violence and family environments are also getting better.*” Focus Group Discussions also revealed how youth club members were involved in house visits and mediation work at the family level to support the prevention of alcohol.

Examples of Two Cases that were referred to the Youth Clubs in Mannakapadi

Case 1: A case referred to the local youth club was a husband who regularly beat his wife after consuming alcohol. The members of the youth club went to their house and made them aware on the negative effects of alcohol consumption, after some regular visits it was found that the husband had stopped drinking alcohol and the alcohol related violence had also stopped.

Case 2: A husband, who was an alcoholic, used to beat his wife and their children. After the awareness generation program, various campaigns organized in the VDC, and visits to his house to make the husband aware of the consequences of alcohol consumption resulted in the in alcohol consumption. He stopped drinking alcohol and the family environment has improved significantly.

Aware and active citizens: Youth are aware and responsible and are playing active roles in improving the situation in their communities. A 20 year old female described how “*youth are moving towards doing good things,*” and an 18 year old female added that “*the youth are involved in productive work.*” Furthermore, a 29 year old male explained that there was increased “*support for community development because of unity among community members...and there was positive participation [of youth] in social, cultural activities and in the activities of various organizations.*” An active role of female youth and the creation of less violent

communities have also contributed to an increase in women's leadership and Women's Cooperative initiatives.

Factors influencing CYP impact:

There is a strong interplay and dynamic among each of these factors contributing to cumulative success, or conversely cumulative barriers that prevent or minimize positive impacts.

Attitudes, motivation and commitment of children and youth & their organizations: The Doti district was initially declared a 'dry zone' in 1997 but could not sustain the initiative for more than a year (Dhital *et al.*, 2001). This case study reveals how the commitment, motivation, and creativity of the youth was crucial to the success of declaring Mannakapadi VDC an alcohol free VDC. Over the course of time, new generations of children and youth are now at the forefront of efforts to mobilize community members, parents, religious and political leaders to establish and sustain an alcohol free VDC; and their agency is increasingly recognized and appreciated.

Key stakeholders motivation, commitment and support: The commitment of key stakeholders to work collaboratively with the youth and the motivation of government representatives, political leaders, religious elders, community based organizations, different NGOs, school representatives, and parents towards the concept and practice of an alcohol free VDC was essential to the effectiveness of the initiative. According to a 34 year old male, "*positive public support against the use of alcohol is an increasing trend.*" Family support is also important to support children's participation and the participation of female youth in awareness raising activities. "*Participation and support of family members made our efforts successful*" mentioned a 15 year old male.

Cultural attitudes, beliefs and practices: Dhital *et al.*, (2001) revealed that many anti-alcohol movements targeting the prohibition of alcohol could not be sustained in the long term as they were not sufficiently sensitive to people's cultural and ritual practices. Alcohol production is closely associated with the livelihood of the poorest households; and it is closely associated with deep cultural and ritual values of some segments of Nepalese society. In Mannakapadi VDC efforts were made to engage with families from ethnic groups who produce alcohol to better understand their cultural and social practices, and to explore alternative livelihoods, such as ginger cultivation. In a FGD participants mentioned that "*there are ethnic groups who produce alcohol. Such groups also participated in awareness generation programs, and information on negative aspects of alcohol was shared with them.*" Changes in behaviour that reflected cultural and social traditions were clarified by a 34 year old male who explained that: "*ethnic groups, as per their tradition, continue to produce alcohol, but they are equally committed not to sell it at the market, and only consume it as a part of their rituals.*"

Income generation support for marginalized groups: It is crucial to ensure alternative income generation for families that earned an income from alcohol. For example, some families developed alternative livelihoods by producing ginger rather than alcohol to earn a living. However, there were unexpected negative impacts when alcohol production was banned in Doti as some of the most marginalized families who gained an income from alcohol production left the community in search of alternative livelihoods. An adult male supporter from Doti stressed that "*after the declaration of the alcohol free VDC some families who used to make local alcohol as an income generating source experienced an economic loss. Some moved to other places, this does not only have a negative impact on their livelihood but also on the education of children in the family.*"

Quality of child and youth participation

Eight principles for good practice in child and youth participation in peacebuilding were used by 18-29 year old youth and adult supporters in Mannakapadi VDC of Doti District, to assess the quality of child and youth participation.

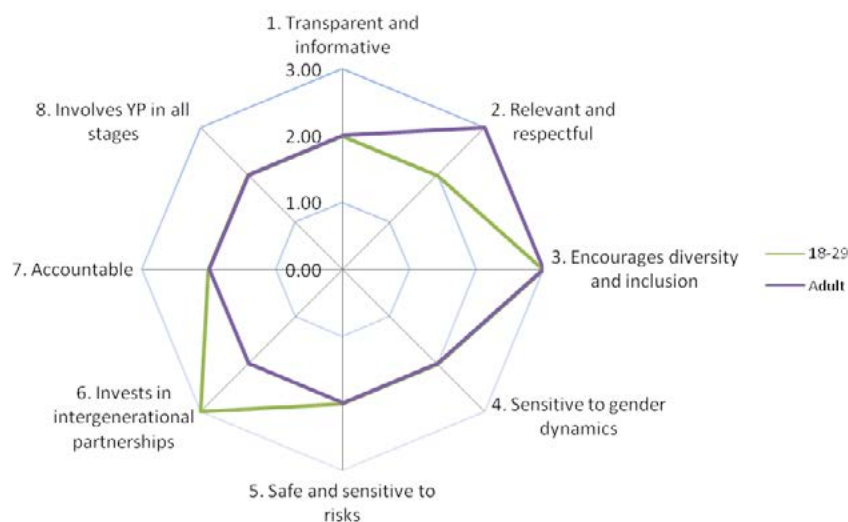
0 = principle is not met

1 = some awareness, but the principle is not really reflected in practice

2 = some efforts made to address the principle, but not full efforts

3 = the principle is fully understood, implemented and monitored

FIGURE: Pots and stone score of youths on Youth initiative to establish an alcohol free VDC in Doti district)



For principles 3,4,5,7 and 8 similar scores were provided by youth and adult supporters. Whereas, adults gave a higher score for principle 2 (participation is relevant and respectful) and the youth gave a higher score in principle 6 (invests in intergenerational partnerships).

Principle One: Participation is transparent and informative: A medium score of 2 was given by youth and adults. Adults mentioned that transparent information sharing was challenging due to geographical conditions, reaching children and youth in hill communities, and due to weaknesses in documentation. A 30 year old adult supporter described that “*though discussion takes place, there is not good documentation.*” Similarly, the youth highlighted that there were weaknesses in information sharing due to geographical difficulties and they added that participation was not sufficiently transparent due to a lack of skilled manpower. A 26 year old male youth claimed that “*there is lack of skilled human resource in both child and youth clubs.*” In discussing how to ensure transparent information sharing, youth and adults recognized the importance of timely and inclusive efforts to share full information with children and youth.

Principle Two: Participation is relevant and respectful: Adult supporters gave a high score of 3 as there was participation of all age groups during the initiative and they highlighted that “*participation of children is encouraged and recognized well.*” However, a 34 year old male mentioned that they were “*still lacking determination in some children and youth.*” The youth provided a medium score of 2 as they claimed that although there is children’s

participation, the initiative is not as relevant and respectful to children. A 19 year old female claimed that *“Equality is not there in the participation of children.”* The youth suggested that the government and concerned agencies should be more informed about policies regarding children’s participation, and that increased awareness raising should be organized for their parents.

Principle Three: Participation encourages diversity and inclusion: Adult participants and youth gave a high score of 3 as they emphasised that there is participation of all age groups, genders, and different ethnic and caste backgrounds, as well as the inclusion of children with disabilities. A 29 year old adult male supporter mentioned that *“There is equal participation of women, Dalits, and ethnic groups.”* According to a female youth, the *“youth developed a targeted strategy to reach children and also involved children with disabilities.”*

Principle Four: Participation is sensitive to gender dynamics: Sensitivity to gender dynamics is crucial when supporting efforts to prevent alcohol consumption, as males consume more alcohol than females, and alcohol use significantly increases violence towards women and children (Dhital et al., 2001). Alcohol use may also be influenced by peer expectations among men and boys. Both youth and adult supporters provided a medium score of 2 for participation that is sensitive to gender dynamics, as some weaknesses were identified. According to a male adult supporter, *“male and females are not united, and are working separately... and there is still discrimination and superstitions in society.”* An 18 year old female explained that *“There is no clarity in our programs to eliminate gender discrimination, and though we tried to include all women, we could not have their full participation.”*

Principle Five: Participation is safe and sensitive to risks: Youth and adult participants both provided a medium score of 2 as they acknowledged challenges in accessing police and protection services, especially in remote communities as they were *“far from police and the administration,”* according to a 29 year old male adult supporter. Furthermore, they recognized that it can be potentially unsafe for youth and children to be involved in alcohol reduction campaigns and awareness program, as it can be dangerous and unpredictable to deal with people who are under the influence of alcohol. Youth also mentioned that children cannot share their difficulties as they don’t have enough knowledge on child protection and recommended that more child specialist should be available in rural and remote areas.

Principle Six: Investment in intergenerational partnerships in young people communities: Youth provided the good score of 3 as they felt that there were good partnerships among children, youth, and elders within the VDC to work collaboratively to sustain the alcohol free VDC, and to prevent violence and build a peaceful community. A 28 year old male claimed that *“efforts have been made to make impacts through intergenerational partnerships in society by youth clubs, local agencies, and concerned government and community stakeholders.”* However, adult supporters gave a medium score of 2 as there was no provision of training to youth or adults to build intergenerational partnerships. According to a 29 year old adult supporter there are problems *“because of poor economic conditions and unemployment, the youth are migrating and it is difficult to hand over the leadership.”* A 34 male supporter also added that increased efforts are needed to engage more youth.

Principle Seven: Participation is accountable: Both adult supporters and youth gave a medium score of 2, as they recognised some weaknesses in accountability. A 34 year old adult supporter highlighted that *“if programs are not implemented successfully then others are blamed.”* Furthermore, an 18 year old female commented that *“there has been involvement of children and youth but not full participation.”* The need for increased

opportunities for meaningful participation of children and youth, and increased feedback to all involved was suggested.

Principle Eight: Involve Young People in all stages of Peacebuilding and Post-Conflict Programming: Both adult and youth participants gave a medium score of 2, as while the youth were involved in all stages of programming, there are still less opportunities for children. A 34 year old male adult supporter explained, “*children are given less responsibility and they don’t receive opportunities.*” Adult and youth participants suggested that children and more youth should be encouraged to engage in all stages of programming, leadership should be shared with wider numbers of youth and children, and training for children and youth in other areas of peacebuilding should be provided.

Recommendations and conclusions

This case study reveals the importance of youth leadership and collaborative initiatives to establish and sustain an alcohol free VDC that contributes to reduced violence and discrimination and develop more peaceful families and communities. When there is active participation from all groups, including males and female of different ages and ethnic groups, they are more successful in declaring and sustaining an alcohol free VDC. The creative energy and skills of youth and children are effective in raising awareness and sharing information among their peers, parents and wider community members, which helps to improve knowledge and foster changes in attitudes and practices. To achieve sustainable changes it has proved important to consider social, cultural, and economic practices which influence alcohol production and consumption. While doing so, marginalised ethnic groups who earn an income from alcohol production and consumption should be considered to avoid negative impacts. Increased efforts to provide alternative livelihood opportunities or skill training for marginalised families are required. Furthermore, for the sustainability of the initiative intergenerational partnerships and gender sensitive approaches must be further strengthened.

Nepal Case Study Four: Youth Led Initiative to Organise a Peace Festival

Introduction and initiative history

In the Mahottari district, children and youth were affected by the period of armed conflict from 1996- 2006, and also by the Madhesi revolution which increased conflict and violence among ethnic groups. According to Pathak and Niraula (2007) many see the Madhesi Movement as against *Pahadi*; some see it as against the *Khas* people, whereas some see it as a struggle for existence. The groups were active in nine out of 20 districts in the Terai and Mahottari was one of the districts where the Madhesi revolution took place, and were advancing regionalist and secessionist forces in favour of a Madhesi only region was prevalent. As a result, many *Pahadi* officials/inhabitants of those districts either left or went underground (*ibid*).

Youth were frustrated with the political instability and had limited opportunities to participate in peacebuilding activities in their communities and at the district level. Therefore, youth members of Youth Network for Peace and Development (YNPD) Mahottari decided to organize a district level youth festival to encourage peaceful opportunities to resolve conflicts and to work together in social harmony. One of the YNPD organizers described how “*this program was conducted in Mahottari when there*

was conflict between the Madheshi and Pahadi community in the Terai and many youth were engaged in armed groups in the Terai region.”

On December the 29th 2009, the youth festival was organized in a *Jaleshwar Rangshala* (playing field) in the Mahottari district. More than 1000 children, youth and adults from 25 VDCs visited the festival and 100 participants, including child and youth representatives from 15 Schools and 2 Campuses and from 25 Youth clubs were active participants in various festival activities. The festival programme included: a debate competition, drawing competition, dance competition, drama, role playing and stall exhibitions on the theme of peace and social cohesion. Furthermore, prizes were awarded by the Chief District Officer (CDO) of Mahottari.

As described below this youth led festival was a catalyst for other child and youth peacebuilding initiatives in the Mahottari District. This festival was organized to show youth unity and launch the youth team to the district level and also create a platform for youth and children to present their abilities and capacities to work in peacebuilding.



Source: YNPD, Mahottari

Youth Festival's main peacebuilding activities

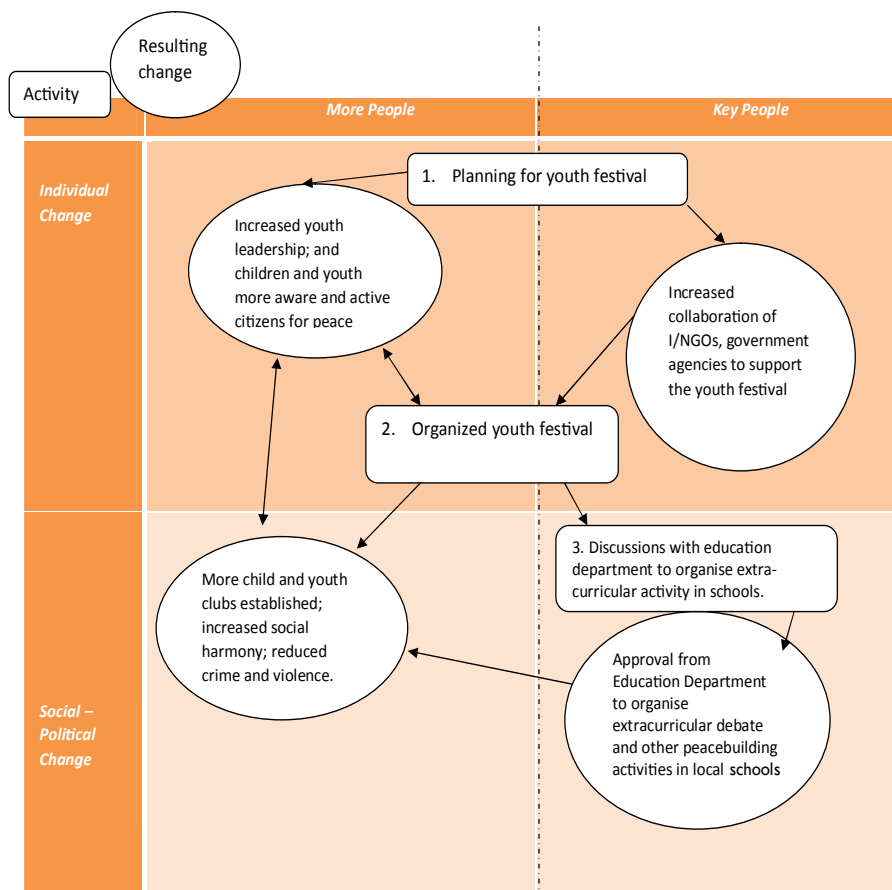
The youth organizers entered into dialogue with relevant government departments, local and international NGOs, and donors who were present in the Mohattari district to seek their permission and engagement in organising the festival, and to request material and financial support. Youth and adults collaborated together to organize different activities, and the youth organizers formed five teams, each with one main organizer. The teams took the responsibility of planning and organising the different festival program activities.

During the festival, speech and debate competitions, stall exhibitions, drawing, dance competition, and drama were all organized on peace topics. For example, children were invited to make drawings showing how they could create peace and cohesion in the community. Children and youth participated in speech competitions to present their ideas on how to reduce ethnic conflict and build peace. During the program a dialogue on peace was also conducted on how conflict can be transformed through the peace agreement and how protest movements using violence could be converted into peaceful movement. The drama team illustrated how *Pahadi*, Madheshi, Muslim, and Christian people could live together in harmony. Different agencies working for peace and development had opportunities to display their work exhibition stalls were established to exhibit the work.

After the festival the YNPD continued to foster good relationships and communication with concerned agencies, including SFCG Nepal, USAID, UNFPA, GIZ/ZFD, local level NGOs, and government organization, such as District Development Committee (DDC), Ministry of youth and sports (MoYS), Department of education (DEO), Local Peace Committee

(LPC), Women and Children Office (wco). Discussions with the school departments were undertaken to seek permission to undertake extra-curricular debates and other peacebuilding activities with children in local schools. Furthermore, youth and children were encouraged to organize themselves in child and youth clubs.

REFLECTING PEACE MATRIX: Youth led initiative to organise a Peace Festival



Impact of child and youth participation in peacebuilding

Active and aware citizens for peace: As a result of the youth led festival, youth and children gained increased leadership skills and felt more responsible and capable in promoting peace in their communities and schools. A 31 year old male stated that *"because of this initiative I became the chairperson of the youth network and am continuously involved in peacebuilding activities and have developed an identity in the VDC."* A 46 year old man also described how *"Children have benefitted, it has assisted them in developing leadership."* Youth and children were more positive about the changes they can achieve that increase their commitment to social change through non-violent approaches. A 27 year old youth mentioned that *"due to the youth festival, there has been development of positive thinking in youth and children."* Another male youth club member described how *"youth may initially get involved for political interests, but through their involvement they become more involved in social issues and more committed to social change."* One active youth member described how his father wanted him to study to be a doctor; however, he discussed and explained to his father why he wanted to do social work. The dialogue enabled him to get

more understanding from his father and he is now actively involved in social work and peacebuilding.

Youth and children described how they are able to communicate more effectively and respectfully with their elders, parents and peers. A 22 year old female described how *“children are able to communicate freely, which they did not experience earlier.”* Males and females explained how they sometimes used to talk rudely to their elders. Now, they talk more positively and respectfully. According to a 14 year old girl in Mahottari *“I used to not to listen to my parents and give negative responses, now I realize and give respect to elders.”* A 15 year old boy added how *“children who did not obey parents are now obeying their parents.”* Furthermore, a 33 year old male described how the youth had an *“increased capacity in making the right decisions.”*

There has been a significant increase in the establishment of child and youth clubs and networking in the Mahottari district. A 29 year old male highlighted that *“due to the initiative, there was the establishment of child club networks and the capacity of the children has also been enhanced. Now they are doing advocacy on developing SZOP.”* The President of YNPD also described how five youth clubs were actively involved in the YNPD at the time of organizing the festival, but now 43 youth clubs are member organizations and a further 18 youth clubs are in process of gaining membership. *“After this festival, YNPD had a platform to work for children and youth in Mahottari and were encouraged by all stakeholders. This event made us more creative and energetic as anything is possible if we unite”* added by YNPD Mahottari President.

Increased peaceful co-habitation and reduced discrimination: Traditionally children and youth in Nepal are not expected to speak up, to ask questions, or be involved in decision making, rather, they are expected to listen to and obey their elders (ODI, 2013; O’Kane, 2003). However, youth peacebuilders in Mahottari demonstrated how they could take the initiative, and enter into dialogue with adult stakeholders to secure support for youth participation in planning and decision-making. As a result of their youth led festival and follow-up activities there are changed attitudes and practices among adults regarding the benefits of listening to the views of the youth and including youth and children in decision making processes, including VDC budgeting.

Factors influencing impact

There is a strong interplay and dynamic among each of these factors contributing to cumulative success, or conversely cumulative barriers that prevent or minimize positive impacts.

Attitudes, motivation and commitment of youth & their organizations: The energy and commitment of YNPD youth members was critical to the organization and success of the Youth Festival and the follow-up initiatives.

Culture, Theatre, Arts and Sports: One of the enabling factors that increased child and youth interest and engagement in peacebuilding, and contributed to the success of the festival, was the creative use of theatre, drawing and other cultural forms of expression. Through these creative activities children and youth could express their views about issues of peace and conflict that concern them. A 15 year old boy commented that the *“youth festival provided an opportunity to develop creativity.”*

Key stakeholders motivation, commitment and support: For the success of the youth festival, support and involvement of key stakeholders, DAO, DDC, VDC, SFCG, and schools was a key factor. This youth initiated the initiative, but collaborative effort created the path for the increasing number of child clubs, involvement of youth in peacebuilding activities, and the various capacity building activities being organized in schools.

Family Attitudes & Support: Parental support, particularly for children’s participation in peacebuilding, is a key factor that can hinder or enable their participation in peacebuilding. A 27 year old male described how the “Youth festival has let family members support the thoughts of the youth and support them in going in a positive direction.”

Quality of child and youth participation

Eight principles for good practice in child and youth participation in peacebuilding were used by 18-29 year old youth and adult supporters in Mahottari to assess the quality of youth participation

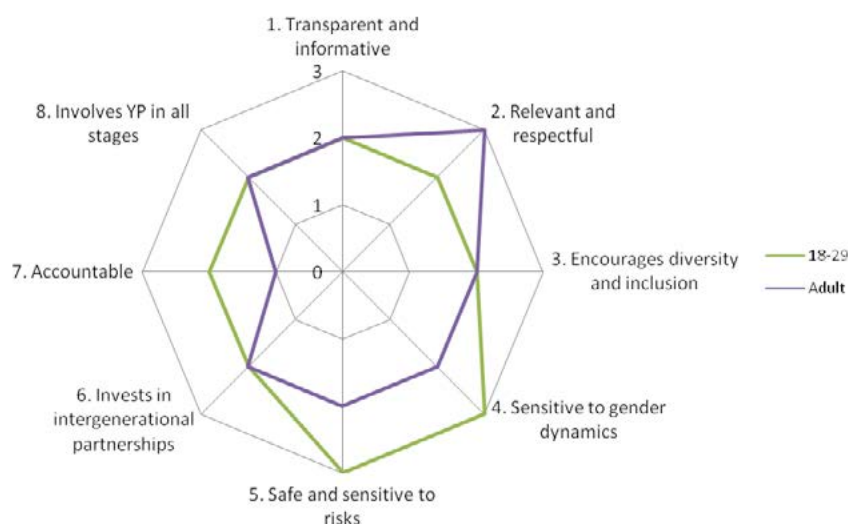
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2 = some efforts made to address the principle, but not full efforts

3 = the principle is fully understood, implemented and monitored

FIGURE: Pots and stone score of youths on Youth led initiative to organise a Peace Festival in Mahottari, district



Principle One: Participation is transparent and informative: Youth and adults both gave a medium score of 2. Although meetings were held, youth and adults from Mahottari mentioned that detailed discussion and complete information sharing did not take place. The lack of transparent information sharing made it harder for children and youth to be clear about their roles and responsibilities. According to a 43 year old woman, “children and the youth did not have enough information about the program, and those who were involved were not clearly informed about their roles and responsibilities.”

Principle Two: Participation is relevant and respectful: Adults provided a high score of 3, as they felt that children and youth were being respected and valued. A 42 year old woman mentioned that “the program was very much associated with children.” In contrast, youth participants gave a medium score. They mentioned that participation was not as relevant and respectful as it should have been. According to a 22 year old female, “children did not participate under some force from others, but they did not seem to be as excited as they could have been.”

Principle Three: Participation encourages diversity and inclusion: Both adults and youths provided a medium score of 2. According to the adults, diversity and inclusion was not sufficiently encouraged as children and youth from all religion and caste groups were not included, nor was participation # disabled friendly. A 43 year old female supporter clarified that “*children and youth were involved as participants without being based on gender, religion and caste.*” The youth also highlighted that diversity and inclusion in terms of geographical and social aspects were not sufficiently considered. A 24 year old male youth mentioned that “*only very little encouragement was there in terms of diversity and inclusion.*”

Principle Four: Participation is sensitive to gender dynamics: Adult supporters gave a medium score of 2 as although efforts were made to involve males and females, they did not think that sufficient attention was given to gender dynamics, particularly in management roles. A 46 year old man commented that “*though there was not much negativity concerning gender, there were not enough women in management positions.*” A female adult also noted that a “*safe place was not provided for adolescent females and women to discuss on their interests.*” In contrast, the youth provided a higher score of 3 as they thought there had been equal participation of males and females.

Principle Five: Participation is safe and sensitive to risks: The youth gave a high score of 3 in response to safety and sensitivity, as they felt the festival was organized in a child friendly and woman friendly way, and that the overall administrative management was very sensitive. A 22 year old female youth said that “*security and first aid was managed,*” and another 27 year old male highlighted that “*all programs were completed in time and participants were sent home.*” With a medium score of 2, adults felt some efforts were made to ensure that participation was safe when organizing the festival, but more efforts were needed in their ongoing activities. A 33 year male explained how “*police were also mobilized to be sensitive to risk.*” However, other adults identified that there was no responsible focal person or contact person identified within the organizing team to report to if risks were identified or if anything went wrong.

Principle Six: Investment in intergenerational partnerships in young people’s communities: Both adults and youth provided a medium score of 2 as they felt that some efforts had been made to build intergenerational partnerships, but more efforts were required. Although adult stakeholders supported the festival, according to youth the participation of adults in organizing the festival was not as much as expected. A 24 year old male youth mentioned that “*there is a difference in the thought of youth and adults. Youths have more new ideas and adults possess traditional thoughts and beliefs.*” Such thoughts hindered the investment in intergenerational partnerships. Adults also highlighted that there was insufficient intergenerational partnerships between children, youth and adults, especially with children as less information was shared with them.

Principle Seven: Participation is accountable: Adult supporters provided a lower score of 1 as they did not think that adults and youth were sufficiently accountable in the follow-up relating to child and youth engagement in peacebuilding activities. They suggested that there should be a continuation of activities that will make children and youth accountable, as well as adults, and they emphasized the importance of getting more feedback and suggestions from children. A 43 woman stated that “*there is no support for children and youth for their participation in monitoring of peacebuilding activities and thus they are less accountable.*” Another 42 year old female claimed “*suggestions from children were not considered seriously.*” With a medium score of 2, youth participants pointed out that some youth participants did not stay until the end of the program and this showed a lack of accountability.

Principle Eight: Involve young people in all stages of peacebuilding and post-conflict programming: Both youth and adult participants have given a medium score of 2 as they

felt that while some efforts were made to engage youth in peacebuilding, there was not sufficient involvement of children and youth in all stages of the programming. *“There has not been support for representation of children and youth in the governance process and for its sustainability,”* claimed a 42 year old female adult. A 46 year old man mentioned that *“after the peacebuilding and post-conflict period, there has been some efforts to make youth participate in stages of peacebuilding, but full participation and in all stages could not be achieved.”* A 27 year old male explained that *“after the festival, youth were involved in peacebuilding with active roles in their own communities.”* However, a 42 year old woman claimed that *“there was no support for representation of children and youth in the governance process and for its sustainability”*

Recommendations and Conclusions

Organisation of the youth festival is considered as one of the historical events conducted by the youth in the Mahottari district. This initiative not only brought diverse stakeholders together, but also provided opportunities for children and youth to exhibit their talents and express their views on peacebuilding. The collaboration of government agencies, INGOs, NGOs and schools contributed to the success of the youth festival, and the follow-up peacebuilding initiatives. Due to the youth festival, more child and youth clubs were established, peacebuilding activities were organised in schools, and there are increased efforts to promote social harmony increased in the community. Participants recommended that another district level youth festival should be organised to increase and sustain the impact.

Appendix 2

Overview of CYP Initiatives Evaluated in Colombia, the DRC, and Nepal

Colombia Overview of CYP Initiatives Evaluated

Total FGDS = 90.

* Case Study

Peacebuilding Initiative (Locations)	FGD	Overview of CYP Initiative
Youth Provoking Peace – JOPPAZ (Montes de Maria – High Mountain region)*	10	<p>Youth Provoking Peace (Jóvenes Provocadores de Paz – JOPPAZ) is a youth-led movement aiming to organize, integrate, and reconcile the youth of the High Mountain (Alta Montaña)--a predominantly peasant region highly affected by the armed conflict and the presence of different armed actors. Guerrilla groups, paramilitaries, criminal organizations, and the absence of the State contributes to dramatic impoverishment and economic and social exclusion of the region (JOPPAZ 2014). Asociación Sembrando Semillas de Paz, a Colombia Partnership Steering Team member supports the movement.</p> <p>In April 2013, rural communities from the High Mountain conducted a peaceful three-day march towards the city of Cartagena, gathering more than 1,000 people demanding the fulfilment of their social and economic rights, integral reparation, subsidies for the land losses of avocado production, and technical agricultural assistance. JOPPAZ was born in 2013 as a result of massive youth participation during the march. The voices of young people were identified as a crucial need in the region. The movement is now composed of more than 600 youth from 52 different villages. They develop processes of reconciliation and sensitization within the different communities. They empower young people and their communities as well as advocate for their meaningful participation in public and political spaces to guarantee the fulfilment of their rights and the sustainable development of their communities.</p>

Peacebuilding Initiative (Locations)	FGD	Overview of CYP Initiative
<i>Aulas en Paz - Classrooms in Peace (Manizales)</i>	6	Classrooms in Peace is a project implemented in the Sinai School. It aims to promote classrooms as safe spaces in which students can fully develop their potential. The project is focused on a dynamic approach of mutual respect and care for others, resulting in a peaceful environments for student development. Students are equipped with personal and interpersonal skills enabling them to become active and responsible citizens. The project is focused in five areas: knowledge, basic skills (cognitive, emotional, and communicative), integrating skills, citizenship, and democracy. Classrooms in Peace is also contributing to the Children and Youth Peacebuilders Program (see case study 1) in which students from different schools develop and implement joint peacebuilding strategies.
<i>Multipropaz (Cali)</i>	7	Multipropaz is a youth-led peacebuilding initiative working with students from the Multiproposito School in the Comuna 20, in the city of Cali. They have been working for 10 years to promote children and young people's citizenship and as agents of development in their communities and schools. The project involves children and youth between 12 and 26 years old. Multipropaz focuses its efforts on the prevention of children and young people's engagement in violent actions and groups. They aim to empower children and youth, building their leadership skills to make them into active agents in the resolution of conflicts and peacebuilding. The initiative was born as a result of children and young people's involvement in the Children and Youth Peacebuilders Program (see case study 1). After several years they decided to create their own independent initiative in which they put in practice key theoretical and practical teachings from their past experience.

Peacebuilding Initiative (Locations)	FGD	Overview of CYP Initiative
<i>National Movement of Children, Adolescents and Youth Peacebuilders (Armenia-Bogotá/Soacha-Cali)*</i>	Armenia* 13	<p>The National Movement of Children, Adolescents, and Youth Peacebuilders emerged in 1996 as a result of a national initiative created by several national and international organizations and agencies. When the initiative ended in 2000, World Vision International Colombia Office, a country steering team member of the Colombia partnership, decided to continue supporting the movement which is now active in 15 cities across the country, involving more than 10.500 children, adolescents, and youth. It is a sociopolitical movement aiming at: contributing to the building of a culture of peace and non-violence; mobilizing populations in their fight for peace; the acknowledgement of children, adolescents, and youth as legitimate social actors; and guaranteeing the implementation of the Convention on the Rights of the Child and other national and international treaties promoting the rights of children, adolescents, and youth. To do so, they advocate at the community, family, school, political, local, national, and international levels. They promote child and youth participation as indispensable members in human transformative processes and sustainable development of their communities. With the support of World Vision International Colombia Office, the different local branches of the Movement coordinate their work at the national level and unite their efforts to more effectively advocate for their rights and strengthen the Movement's impact and quality. During the 3M evaluation, children, adolescents, youth, and adults from Armenia, Bogotá/Soacha and Cali actively participated as both evaluators and participants. While they belong to the same Movement and implement similar activities and campaigns, each local branch of the movement experiences different processes and results.</p>
	Bogota-Soacha* 17	
	Cali 11	

Peacebuilding Initiative (Locations)	FGD	Overview of CYP Initiative
<p><i>Children and Youth Peacebuilders Program (Manizales)*</i></p>	<p>9</p>	<p>For 15 years, the Centre of Advanced Studies in Childhood and Youth (cooperation between the International Center for Education and Human Development – CINDE, and the University of Manizales) has been implementing the Children and Youth Peacebuilders program in 15 departments of Colombia and in several other Latin American countries--including Nicaragua, Honduras, Uruguay, and the Dominican Republic. More than 35,000 children, youth, families, and communities benefitted from the program coordinated by CINDE, a country steering team member of the Colombia Partnership.</p> <p>The main objective of the Children and Youth Peacebuilders program, which combines education development and academic research, is to contribute to peaceful coexistence by building citizenship, democracy, and peace. The program draws from the voices and perspectives of children and youth around the experiences that affect peaceful coexistence in their communities and the ways in which they believe peace can be achieved. The program is based on a transformative process of attitudes, imaginaries, and practices related to the development of children and youth's human potential. This works to enable children and youth to participate in the building of political practices oriented to the transformation of daily life and basic patterns of interaction within their communities. In Manizales (department of Caldas), one of the city where the evaluation was conducted, the program is currently implemented in ten schools (seven public and three private schools) and a community-based program. In both school and community settings, children from 11 to 18 year old are involved.</p>

Peacebuilding Initiative (Locations)	FGD	Overview of CYP Initiative
<i>"Processes of social construction with children in contexts of armed conflict in the Eje Cafetero, Antioquia and Bogota: Peace, reconciliation and democracy from the perspective of children's narratives"</i>	2	<p>This project is part of the Children and Youth Peacebuilders Program. It is supported by Colciencias and implemented by the International Center for Education and Human Development – CINDE, in collaboration with the University of Manizales and the National Pedagogic University.</p> <p>The project aims to understand the constitution of children's political subjectivities as part of their contribution to peacebuilding, democratization, and reconciliation processes. It includes two main components--namely research and social development. It looks at the context of armed conflict in which children and their families identified themselves as victims or victimizers. It started in 2012 by developing a theoretical framework and a state of the art on children in contexts of armed conflict. Subsequently, direct work with children and their families has been undertaken. The methodological approach is based on collaborative and participatory processes. It provides children and their families with a place to be listened to.</p>
<i>Promoting Child and Youth Rights in the Montes de Maria Sub region (Montes de María)*</i>	14	<p>"Promoting Child and Youth Rights in the Montes de Maria Sub region" is a project preventing recruitment of children and young people to the armed conflict and other associated types of violence. Together with several partners, the Antonio Restrepo Barco Foundation--a country steering team member of the Colombia Partnership, has been implementing this project since 2004 in 7 different municipalities of the Montes de Maria sub-region. The project aims at strengthening protective environments for children and youth as well as consolidate spaces of social interaction with organizations experienced and interested in promoting child and youth rights. To do so, Local Support Committees for Childhood and Youth (Comités Locales de Apoyo a la Infancia y Juventud – CLAIJ) were established in each municipality. One of the main pillar of the initiative is the creation of a 'multi-purpose fund' which supports micro projects focused on protection factors, such as culture, productivity, education, and organizational strengthening. After more than ten years of implementation, the projects demonstrated that culture-related protection factors were the most effective to prevent child and youth recruitment. Cultural components are included in all the aspects of the project.</p>

Peacebuilding Initiative (Locations)	FGD	Overview of CYP Initiative
<i>Center for the Integral Development of Youth (Soacha)</i>	1	<p>The Center for the Integral Development of Youth is a UNICEF strategy that was executed by Fundación Escuelas de Paz (Schools for Peace Foundation) between 2009 and 2012. It was based on the exercise and protection of the rights of adolescents and youngsters from Cazuca--a highly vulnerable area located in the municipality of Soacha, bordering Bogota. The objective was to contribute to the integral development of the adolescents and youngsters from this community. A fundamental aspect of the program was continuous cooperation and communication with the Municipality of Soacha. To guarantee the project's sustainability, and the responsibility of the authorities, the Center was handed over to the Secretary of Social Development of the Municipality of Soacha in July 2012. The project is now executed by the local authorities as part of their Public Policy on Youth.</p>

DRC 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

Organization Name (Locations)* Case Study	Type	Number of FGDs completed with Initiative: Overview of CYP Initiative
<i>Barza Inter-communautaire</i> (Bukavu)	PC PE SP SR	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.
<i>Parlement d'Enfants (PARDE)*</i> (Bukavu)	AM CR PC PE SP	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.
<i>Union des Juristes Engagés pour les Opprimés, la Paix et le Développement (UJEOPAD)*</i> (Bukavu)	DR PC PE SP	6 FGDs: UJEOPAD works with children and youth from 10 to 29 years of age. Children and youth actively participate in decision-making, are consulted in the conception and implementation of programs, and collaborate in program monitoring and evaluation. Children and youth 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 encouraging motorcyclists to stop the use of violence.

Organization Name (Locations)* Case Study	Type	Number of FGDs completed with Initiative: Overview of CYP Initiative
<i>Association pour le Développement et l'Accompagnement des Vulnérables (ADAV) (Goma)</i>	AM PC PE	1 FGD: ADAV works with children and youth from 5 to 29 years of age. ADAV provides safe spaces for children and youth, and conducts peace education on peaceful cohabitation. ADAV has established three Children's Clubs where they perform theater pieces to build peacebuilding awareness in an effort to sensitize children to live peacefully. Children and youth participate actively in decision-making, are consulted in the conception of programs, and collaborate in the implementation and monitoring and evaluation of programs.
<i>Children Voice (Goma)</i>	PE	5 FGDs: Children Voice works with children and youth from 5 to 29 years of age. Members are involved in peace education on the importance of peace. Children and youth lead program implementation and collaborate in the conception and monitoring and evaluation of programs.
<i>Encadrement sans Frontière (ESF) (Goma)</i>	AM SR PE	1 FGD: ESF works with children and youth between 5 and 24 years of age. Participants are mostly involved in peace education through songs, theater, dance, and drawings. Child and youth members build awareness on SGBV through TV shows, and on peaceful cohabitation at vacation camps and forums. Children and youth actively participate in decision-making and collaborate in the conception of programs. They also lead the implementation and monitoring and evaluation of these programs.
<i>Forum des Organisations Nationales Humanitaires et de Développement (FONAHD) (Goma)</i>	DR PC PE	1 FGD: FONAHD is an association of different organizations with child and youth members between 10 and 29 years of age. Children and youth engage in peace education, provide safe spaces, work on DDR, and strengthen social cohesion. Children and youth are actively involved in decision-making, context analysis, advocacy planning, and communication efforts.
<i>Health, Environment, and Development (HEDI) (Goma)</i>	EA AM SR PC PE	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.

Organization Name (Locations)* Case Study	Type	Number of FGDs completed with Initiative: Overview of CYP Initiative
<i>Organisation des Jeunes de Bonne Volonté (OJBV) (Goma)</i>	EA AM PC PE SR	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.
<i>Parlement d'Enfants (PARDE)* (Goma)</i>	AM PE SP SR	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.
<i>Union pour la Protection, la Défense des Droits Humains et l'Environnement/ Grands Lacs (UPDDHE/GL) (Goma)</i>	PE SP	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.
<i>Youth for Development and Peace (YODEP) (Goma)</i>	AM PC PE SR	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.

Organization Name (Locations)* Case Study	Type	Number of FGDs completed with Initiative: Overview of CYP Initiative
<i>Aide et Action pour la Paix (AAP) and its substructure Noyau de Prévention et de Résolution des Conflits Fonciers (NPRCF) (Kitchanga)</i>	CR PE	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).
<i>Bénévolat pour l'Enfance (Bénefance)* (Kitchanga)</i>	EA PC PE SP SR	14 FGDs: Bénefance 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. Bénefance measures impact mostly by observing behavioural changes in children and youth.
<i>Cadre Inter-paysan de Transformation des Conflits (CITC) (Kitchanga)</i>	CR PE	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.

Organization Name (Locations)* Case Study	Type	Number of FGDs completed with Initiative: Overview of CYP Initiative
<i>Centre de Recherche sur l'Environnement, la Démocratie et les Droits de l'Homme (CREDDHO) (Kitchanga)</i>	PE	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.
<i>Jeunesse du Camp Kahe (Kitchanga)</i>	CR PE SR	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.
<i>NETRESE (Network Response to Emergencies) (Kitchanga)</i>	PC PE SP SR	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.

Nepal Overview of CYP Initiatives Evaluated by LETs

CYP Initiative Type: AI: Advocacy and Interaction, CAC: Cooperation and coordination, CAR: Campaign and Awareness Raising activities, CD: Civic Dialogue, CFLG/SZOP: Child Friendly Local Governance, School Zone of Peace, CS: Cleaning and Sanitation, DQ: Debate and Quiz, MC: Media Coverage, SAR: Support to disabled people and reintegration SD: Street Drama, SP: Sports Program, TRCB: Training and capacity building

Registration Type: DAO: District Administrative Office, DCWB: District Child Welfare Board,

Total FGDs = 162

Initiative Name (Locations)	Initiative Types	Overview of CYP Initiatives (& Number of FGDs completed with Initiative)
<i>Laligurans Child Club (Dhabang, Rolpa)</i>	CAC SAR	This child club is not registered. It involves children aged 10 - 18 years. Club members have organized a range of awareness programs on child marriage, untouchability, alcoholism, gender based discrimination and domestic based violence. The club is also actively involved in supporting people with disabilities in the community and the reintegration of children affected with conflict in the community, and providing books and copies. (7 FGDs)
<i>Bidhya Bikas Child Club (Mijhing, Rolpa)</i>	CAR	This child club was established in 2006, but it is not registered. The members are of Chhetri (majority), Gharti, Magar and Dalit (in less number). It involves children aged 10 to 17 years. Children have organised campaigns to raise awareness in the community about social problems like: child marriage, violence against women and untouchability. Through their awareness raising and dialogue in communities they are reducing violence and caste discrimination to promote peace and social inclusion. (4 FGDs)
<i>Shivalaya Child Club (Khungri, Rolpa)</i>	CAR CS	This club is not registered. Members of this club are mainly between 10 to 16 years. Club members have been involved in different sanitation and cleaning campaigns to make the environment clean, to maintain personal hygiene, and to promote social cohesion by children of different backgrounds working collaboratively together. (6 FGDs)
<i>Bhumisthan Youth Club (Mijhing, Rolpa)</i>	CAR	This club is not registered. It involves youth aged 18-29 years. The majority of members are of Chhetri and some of them are from Magar community. The members have been involved in different campaigns to prevent and address different forms of violence. They have organised campaigns against alcoholism, gambling, child marriage, violence against women. (4 FGDs)

Initiative Name (Locations)	Initiative Types	Overview of CYP Initiatives (& Number of FGDs completed with Initiative)
<i>Ramjhabesi Youth Club (Kotgaun, Rolpa)</i>	CAR SD	This youth club is registered with the DAO. The club includes ethnic and caste members of Magar community and from Dalit community. Members are mostly 18 to 29 years old. It is one of the youth clubs in Mannakapadi VDC which played a significant role in the campaign to make the VDC untouchability free preventing and addressing caste discrimination and promoting peaceful cohabitation. It also showed a street drama on conflict management and gender based violence to promote nonviolent approaches to resolving conflict and encouraging increased respect for gender equality. (6 FGDs)
<i>Chaturbhuj Youth Club (Khungri, Rolpa)</i>	TRCB SD	Established in 1988, this youth club is registered with the DAO. It involves 18 to 29 years old youth. The youth club members conducted campaigns to address violence against women and have promoted awareness on gender equality. Female and male youth have worked together to promote gender equality, to identify and help address different forms of violence. They organised training and street drama on alcoholism to reduce domestic violence in families and fighting within communities. (6 FGDs)
<i>Shrijanshil Youth Club (Khungri, Rolpa)</i>	CAC	This youth club was established in 1997 and is registered with the DAO. The members are of age group 18-29, except the president who is 41 years old. The majority of the members are Magar, a few are from Chhetri and Dalit. Youth members have supported the reintegration of conflict affected victims and people with mental disabilities through small scale financial support generated through cultural activities in the community. (3 FGDs)
<i>Brightland Youth Club (Kotgaun, Rolpa)</i>	CAR SD	Registered with the DAO, this club was established for social development and to promote the creativity of youth. Members are of age group 18 to 29. The majority of the members are Magar and Dalit. Youth have organized campaigns against child marriage, untouchability and caste based discrimination through street dramas. The youth are working collaboratively with VDC officials, political leaders and other stakeholders to make Kotgaun an untouchability free VDC. (4 FGDs)
<i>Gyan Jyoti Child Club (Ankar, Mahottari)</i>	CAR SD	This club is not registered. It includes children under 18 years. The members belong to Madhesi, Janajati (majority), Brahmin and Dalit which enables them to work together to breakdown caste discrimination. The main activity of the club is a door to door campaign to promote school admission, to prevent of child marriage, and to make the VDC open defecation free (ODF). (6 FGDs)

Initiative Name (Locations)	Initiative Types	Overview of CYP Initiatives (& Number of FGDs completed with Initiative)
<i>Gyan Jyoti Child Club (Ramnagar, Mahottari)</i>	CAR DQ CS	This club was established in 2010, but it is not registered. Members belong to age group 10 to 17 and represent Dalit, Janajati and Madhesi community enabling them to promote social cohesion and peaceful cohabitation among caste and ethnic groups. Children and youth have organised quiz competitions, school admission campaigns and cleanliness program. (3 FGDs)
<i>Sarswati Child Club (Nainhi, Mahottari)</i>	TRCB CAR DQ CS	Affiliated with the DCWB, this club involves children under 18 years. The members are from different caste and ethnic groups including Brahmin, Yadav, Teli, Bhumihar. Club members have organized quiz competitions and training on peacebuilding, cleaning programs and school admission campaigns. (6 FGDs)
<i>Gyan Jyoti Child Club (Bathnaha, Mahottari)</i>	DQ CS	This club is not registered and includes children under 18 from different caste, ethnic and religious groups including: Brahmin, Muslim, Bhumihar and Yadav. This club has been involved in different sanitation and cleaning campaigns to show how children from different backgrounds can work together, to make the environment clean and maintain personal hygiene. (3 FGDs)
<i>Navajagriti Youth Club (Ramnagar, Mahottari)</i>	TRCB CAC CAR CD	Established in 1999, and registered with the DAO, this club involves youth aged 16-35 from the Madhesi community. Members have organized youth leadership development training and peace dialogue with male and female youth. Youth have also been involved in civic dialogue on issues related with peacebuilding with local community members, other local stakeholders. (4 FGDs)
<i>Janakpur Lines Club (Ankar, Mahottari)</i>	SP CL	Registered with the DAO, this club mainly includes 15 to 29 year old youth, and some older youth. The majority of members belong to the Brahmin community (Bhumihar) and some are from the from the Dalit community. By working together the youth are role models to break down caste discrimination and to promote peaceful cohabitation. This club is involved in organizing cricket tournaments and cleaning programs to promote good relations among youth and community members. Club members have also been involved in organising health and eye camps. (4 FGDs)

Initiative Name (Locations)	Initiative Types	Overview of CYP Initiatives (# Number of FGDs completed with Initiative)
<i>Hanuman Youth Club (Bathnaha, Mahottari)</i>	TRCB CAC CAR CD	This club is registered with the DAO and involves youth from diverse caste, ethnic and religious backgrounds including: Dalit, Muslims, Hajam, Yadav, Bhumihar and Janajati. 40 % of members are females, and a female youth is the president of the club. The youth club were involved in organising the District level Youth Festival. The youth club runs livelihood programs for youth to build self-confidence and to improve their economic opportunities. Interaction on the the 'role of youth and women in peacebuilding and duty of the stakeholder in peacebuilding' and civic dialogue on 'Social harmony and peacebuilding' have been organised to promote peacebuilding and social harmony. They have organized program dialogue and interaction programmes with youth who were part of armed groups to support their assisted in reintegration in the community. (8 FGDs)
<i>Nainhi Youth Sewa Samiti (Nainhi, Mahottari)</i>	TRCB DQ SP SD CD AI	This youth club is registered with the DAO. The members of the club are between 15 to 29 years old, and few of them are above 30. The majority of the club members are Brahmin. They have organized cricket tournaments to bring youth together from different backgrounds to promote social relations and overcome underlying tensions. They have also organized other activities like: quiz competitions on peace, programs on violence against women and gender, peacebuilding and livelihood skill training (candle making) for the women to increase economic opportunities for women. (4 FGDs)
<i>Sahasi Child Club (Tamsariya, Nawalparasi)</i>	TRCB CAC	Formation of the club was in 2007 and is affiliated with the DCWB. This club is for children under the age of 18 years and has members from different ethnic and caste backgrounds including: Brahmin, Chhetri and Janajati. The club organized a rally against child abuse and a speech competitions on leadership development in 2012. They also organised an interaction programme with the concerned authorities on 'reduction of child violence' in 2013. (8 FGDs)

Initiative Name (Locations)	Initiative Types	Overview of CYP Initiatives (# Number of FGDs completed with Initiative)
<i>Jagriti Child Club (Devchuli, Nawalparasi)</i>	CAC CAR SAR	The club formed in 1992 and is registered with the DAO. The club members are between 10-16 years of age and represent three different caste and ethnic groups: Brahmin, Chhetri and Janajati. Since its establishment, this club has been involved in activities related with child rights, child protection, and peacebuilding. It has implemented numerous activities to raise awareness and action on peacebuilding like: essay, quiz and debates on the role of children in peacebuilding; and interactions with different stakeholders on various issues related with peacebuilding. Child club members have also been actively involved in advocacy, awareness raising, awareness raising on CFLG which is supporting their participation in local governance. Children have also distributed educational materials to children from the poorest families. (5 FGDs)
<i>Amar Child Club (Devchuli, Nawalparasi)</i>	TRCB CAC	The club was formed in 1996 for children under 18, and it is affiliated with the DCWB. This club has members from different caste and ethnic groups including Brahmin, Chhetri and Janajati. This club organised leadership development training on peace and human rights in 2010. Awareness programme on child labour and reduction of child marriage, and interaction programmes involving involving parents and children was held in 2014. (4 FGDs)
<i>Srijanshil Child Club (Devchuli, Nawalparasi)</i>	TRCB CAC CAR SD	The club was formed in 2006 for children between 10 to 16 years of age. This club is affiliated with the DCWB. The members are from Brahmin, Chhetri and Janajati. After receiving training from DCWB on child rights and peacebuilding, this club has been involved in various awareness raising and capacity building of the children and adults in their community. Children studied the situation of peace and human rights in their community and organised capacity building of students on child rights and peacebuilding. The club members also organised a speech competition on student's role in reduction of child violence; and they have organized various awareness generation and campaigns on child labour and child marriage. Children are also involved in Schools as Zones of Peace (SZOP) to prevent misuse of children by political parties, corporal punishment and other forms of violence in schools. (3 FGDs)

Initiative Name (Locations)	Initiative Types	Overview of CYP Initiatives (& Number of FGDs completed with Initiative)
<i>Bihani Youth Club (Devchuli, Nawalparasi)</i>	TRCB CAC CAR SD	The club was formed in 1999 and is registered with the DAO. The club includes youth from Janajati, Brahmin members. It has implemented various youth focused program with coordination and cooperation with stakeholders. Most of the programs were related with role of youth in peacebuilding, and how to increase their leadership in the community. Many awareness programs have been implemented on role of youth on violence reduction. Friendly footballs matches have also been organised to promote good relations among youth from different backgrounds. The Club organised a village level awareness programmes on girl trafficking, and street drama were performed aimed at reducing violence against women. (3 FGDs)
<i>Loshedhara Youth Club (Tamsariya, Nawalparasi)</i>	TRCB CAC CSR	The club was formed in 1994 and is registered with the DAO. The club includes Janajati, Brahmin and Dalit. The members are between 17 to 40 years of age. The club organised an awareness rally and seminar on the reduction of violence against women, and inter caste cultural programmes. The main activity of the club is training local youth on conflict management and leadership development. (3 FGDs)
<i>Pragatinagar Library Youth Sub Committee (Devchuli, Nawalparasi)</i>	TR CAR SD FG	The youth sub-committee was formed in 2013. A common space has been provided for youth to organize meetings to discuss on various topics, including protection issues, conflict management and livelihood needs. In coordination with other organizations, the club have organized friendly football matches and picnics to promote good relations among youth. A training programme on livelihood skills and conflict management for the youth was organised in 2014. A Municipal level orientation programme on violence against girls was organised in 2014. The Committee has also promoted CFLG. (7 FGDs)

Initiative Name (Locations)	Initiative Types	Overview of CYP Initiatives (& Number of FGDs completed with Initiative)
<i>Shanti Deep Youth Club (Devchuli, Nawalparasi)</i>	CAR SP	The club was formed in 1982 and it is registered with the DAO. The club includes members between 17 - 30 years of age from different ethnic caste groups including Brahmin, Chhetri, Dalit and Janajati. This club has organized programs focused on leadership development, and capacity building through coordination, participation in quiz, debates. A week long awareness programme was also organised on reduction of drug addiction in 2008. It has organized programs to promote intergenerational partnerships between youth and adults, and door to door awareness raising campaigns on child marriage and education for all. It supports efforts to promote CFLG. Youth have also organised friendly football matches and picnics to increase to strengthen relations among youth in the community. Furthermore, youth coordinated with stakeholders for interaction with different political parties on constitution building. (3 FGDs)
<i>Sunaulo Bihani Child Club (Khrisan, Doti)</i>	TRCB CAR	Affiliated with the DCWB, this child club involves girls and boys aged 10 to 18. The majority of the members are from the Dalit community, and some children from Chhetri caste are also included. The club members implements training, awareness raising activities on child rights. They have organised local awareness raising with parents, community members and children on child marriage. (5 FGDs)
<i>Kali Bhairab Child Club (Kalikasthan, Doti)</i>	CAR CS	Affiliated with the DCWB, this child club includes children aged 10 to 17 years of age from different caste and ethnic groups. Members are mostly Brahmin and Chhetri, and some and some Dalits. The club is working to prevent and address different forms of violence and to contribute to community development. The club performed dramas and songs to raise awareness in their local communities on chaupadi, child marriage, and ODF. (9 FGDs)
<i>Chimradeswar Child Club (Kaphalleki, Doti)</i>	SP	Affiliated with DCWB, this club have members under 18. There are more females than males in this club. The majority of the members are of the Brahmin and Chhetri caste and a few of them are from the Dalit community. The club organizes sports, like: football competitions, between children in the community as well as nearby VDCs. (2 FGDs)
<i>Saraswati Child Club (Mudegaun, Doti)</i>	CAR	Affiliated with DCWB, this is a community based child club which has members under 18. Some children are below 10 years old and are also involved in the club. This club consists mainly of Chhetris and some Dalits. Club members organized the school admission campaign and awareness on sending children to school. (5 FGDs)

Initiative Name (Locations)	Initiative Types	Overview of CYP Initiatives (& Number of FGDs completed with Initiative)
<i>Laligurans Child Club (Kalikasthan, Doti)</i>	TRCB CAC CAR CS	This club is not registered. This is a school based club with a mixed age group of members. The club consists of members of age group 10 to 17 years of age and few members aged less than 10. The majority of members belong to the Brahmin and Chhetri caste. Some of its activities include ODF, awareness raising on chaupadi. It supported the declaration of ODF in Kalikasthan VDC in 2013 and chaupadi free in 2014. (5 FGDs)
<i>Radha Krishna Child Club (Bajkakani, Doti)</i>	CS	Affiliated with the DCWB, this club includes members between 10-17 years of age. Most of the members in the club are from the Chhetri caste. The main activity of the club is cleaning and sanitation to promote good relations in the community and a clean environment. (8 FGDs)
<i>Kedareswar Youth Club (Kaphalleki, Doti)</i>	DQ SP	Registered with the DAO, this youth club have members from 15 to 29, as well as a few younger members who are 12 years old. The club organizes volleyball competitions, quiz competitions, speech competitions on peacebuilding, violence, child rights and cleaning campaigns to promote good relations among children in the community and a clean environment. (4 FGDs)
<i>Kishori Group (Bajkakani, Doti)</i>	CL TRCB CAR	This youth group is registered with the DAO. It involves adolescents and youth aged 14 to 29 years from both Chhetri and Brahmin caste groups. The group has organized youth leadership development training for both male and female, and campaigns on drug addiction, to spread the message of negative effects of drug use. They have also been involved in ODF related activities, to make the village and surrounding clean.(2 FGDs)
<i>Maitri Youth Club (Mannakapadi VDC, Doti)</i>	CAR SD CAC AI	Through the support of the Community Development Centre (CDC), Maitri Youth club was established in 2008 in Mannakapadi VDC involving male and female youth age 18 to 29. They included Brahmin, Chhetri and Dalit. They are actively involved in promoting and sustaining the Mannakapadi VDC as alcohol free through awareness-raising, house to house visits, and dialogue with political leaders. In addition Maitri is part of a Youth Network in Doti which brings 36 youth clubs together to organise joint training on youth empowerment; intergenerational dialogue; and to support youth participation in the VDC to DDC level planning and any programs related to youth. The Youth Network is registered with the DAO. (5 FGD)

Initiative Name (Locations)	Initiative Types	Overview of CYP Initiatives (# Number of FGDs completed with Initiative)
<i>Sunrise Youth Club (Bajkakani, Doti)</i>	SD CAR	Registered with the DAO, this club involves female and male adolescents and youth aged 14 to 30 years from Chhetri and Dalit caste groups. The club has organized campaigns and street drama on child marriage, school enrolment and alcoholism. The school enrolment campaigns focus on sending girls to school and raising awareness to prevent gender discrimination. Their campaigns to reduce alcohol use and to stop associated violence in families and communities. (3 FGDs)

Appendix 3

CYP Initiatives that used Pots and Stones to Evaluate the Quality of Child and Youth Participation in Peacebuilding

CYP INITIATIVES THAT USED POTS AND STONES FGDS TO EVALUATE THE QUALITY OF PARTICIPATION IN PEACEBUILDING

Name of CYP	Pots and stones FGD conducted with:			
	10-14 years	15-17 years	18-29 years	18+ adult supporters
Colombia				
Children and Youth Peacebuilders Program, Manizales, Colombia	X	X		
Children and Youth Peacebuilders Program, Manizales, Colombia		X		
National Children, Adolescents and Youth Peacebuilders Movement, Armenia-Bogotá-Soacha, Colombia	X	X	X	
Promoting Child and Youth Rights in the Montes de Maria Sub region, Carmen de Bolivar, Ovejas, San Onofre, Colombia		X		X
Rolpa, Nepal				
Laligurans Child Club (Collection of funds to support people with disabilities, campaigns to end child marriage and to promote gender equality)		X		
Bidhya Bikas Youth Club (Street dramas to stop untouchability and violence against women)			X	
Chaturbhuj Youth Club (Campaigns against violence against women and untouchability)			X	

Name of CYP	Pots and stones FGD conducted with:			
	10-14 years	15-17 years	18-29 years	18+ adult supporters
Ramjhabesi and Brightland Youth Clubs (Campaigns against child marriage and untouchability)			X	
Nawalparasi, Nepal				
Jagriti Child Club (VDC level interaction programs for Child Friendly Local Governance)	X			
Amar Child Club (Training on peacebuilding and human rights)		X		
Child Friendly Local Governance (Adult supporters, and Youth Representatives from Pragatinagar Library Youth Sub Committee, JCYCN and Shanti Deep).			X	
Mahottari, Nepal				
Janakpur Lines Club (youth leadership development trainings, cricket tournaments)			X	
Hanuman Youth Club (Livelihood programs for the youth, interaction programs on role of youth and children in peacebuilding)			X	
Nainhi Youth Club (Peace dialogue, sports, awareness raising on gender based violence)			X	
Youth Festival (local youth and adult supporters)			X	X
Nava Jagriti (youth leadership development trainings and peace dialogue)			X	
Doti, Nepal				
Sunaulo Bihani Child Club (programs on child protection)		X		
Youth Network (Brings together 36 Youth Clubs, including Maitri Youth Club)		X		
Kali Bhairab Child Club (Dramas on chaupadi, child marriage and ODF)		X		
Laligurans Child Club (street drama on Chaupadi)	X	X		
Radha Krishna Child Club (Cleaning campaigns)	X			
Sunrise Youth Club (street drama against alcoholism, child marriage, and school admission campaigns)		X		
Sarswati Child Club (School admission campaigns)		X		
Maitri Youth Club (Alcohol free VDC Case study, representatives from Maitri Youth Club and adult supporters)			X	X

POTS AND STONES HANDOUT: Eight Principles for Evaluating the Quality of Child and Youth Participation in Peacebuilding

Principle	Questions on key indicators
1. Participation is transparent and informative	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?
2. Participation is relevant and respectful to children and youth?	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?
3. Participation encourages diversity and inclusion	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?
4. Participation is sensitive to gender dynamics	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?
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?

Principle	Questions on key indicators
6. Invest in Intergenerational Partnerships in Young People's Communities	<p>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?</p> <p>Is intergenerational dialogue on issues affecting children, youth, peace and conflict encouraged?</p> <p>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?</p> <p>Is child and youth participation encouraged in local and national governance and peacebuilding processes?</p>
7. Participation is accountable	<p>Are children and youth supported to participate in follow up and evaluation processes of their children's participation in peacebuilding initiatives?</p> <p>Do adults take children and youth views and suggestions on peacebuilding seriously and act upon their suggestions?</p> <p>Are children and youth given feedback by their peers who represent them in child/ youth organizations or peacebuilding forums?</p>
8. Involve Young People in all stages of Peacebuilding and Post-Conflict Programming	<p>Are children and youth involved in analysing the conflict and the roles of different actors?</p> <p>Do children and youth have opportunities to participate in all stages of planning, implementing, monitoring, evaluating and following up on peacebuilding initiatives?</p> <p>Are children and youth encouraged to initiate and manage their own peacebuilding initiatives? And/or are adults ready to collaborate with children and youth?</p> <p>Are efforts made to support and to sustain child and youth participation and representation in local and national governance processes?</p>

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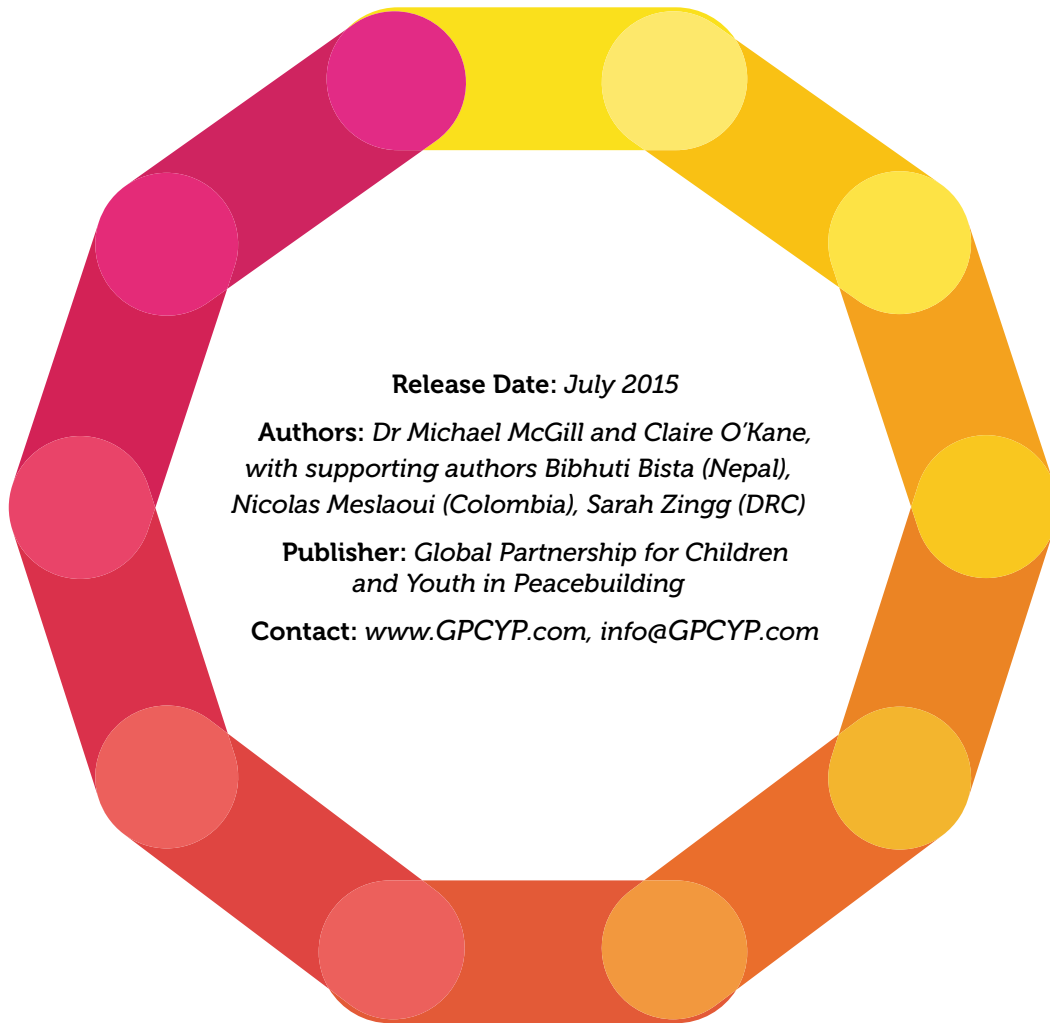
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